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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXI.

For the Week Ending November 11, 1905

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How Principals Can Help Teachers.

By Supt. J. M. Greenwood, Kansas City, Mo.

A sensible principal knows when to let a good teacher alone. When a teacher is doing excellent work all the principal needs to do is to watch the corners and lessen the weak spots, if there be any, either in teaching or managing. A principal may also lend valuable aid by looking into the room occasionally, and grinning a little when he has nothing more harmless to offer. This, however, is regarded as the most valuable kind of help when the teacher is first-class, and the principal is third or fourth rate. Assistance of this kind should always be marked one hundred *plus*. It is the era of general prosperity in the school-room.

A second kind of help, that all teachers value exceedingly, consists in having the principal come into the room with visitors and while sitting or standing, he talks in a loud, full tone to the visitors, while the teacher is serenely conducting a vigorous recitation. Succor of this kind is referred to by the teacher as a kind of "red letter day" in her year's work. Besides, it is so complimentary to the *air outdoors*, and it has, in some localities, the unqualified disapproval of the school authorities, which, in a large measure, accounts for its popularity.

The teacher is often lifted over the hard places in the work by the principal's finding all sorts of objections to everything she tries to do, without offering any substitutes for the things objected to. This kind of help sets the teacher to working out new conditions from the inner light of her own consciousness,—an invaluable psychological recreation,—when she has forty or fifty pupils in a half mobbish state of rebellion to help her. It is not generally conceded, yet it is nevertheless true, that a teacher prizes all such little attentions with such exquisite delight that she frequently forgets to sleep for forty-eight hours.

A teacher is always put in ecstasies, yea, even transports of delight, for the principal to address her in a high, defiant, boisterous tone; to say all the annoying things he can think of; to assert his authority in the most pompous manner, and then to close the conference by telling her he has not the time or patience to listen to her reply. Such help is always at a premium in the "Educational Market," and teachers are eager for investments at any price.

Another means of rendering assistance is to tell a teacher that another principal is *nearly dying* to get her into his school, and while it would be a great loss to give her up, yet she would better apply for a transfer. This method is never more than half way efficacious till the teacher stumbles on to the true inwardness of the scheme, and it is then evidently cherished with manifestations of joy, yea, ecstasy.

For a principal to make each of his assistants a special depository of his opinions of all the other teachers is one of the surest means of elevating the sentiments of a school yet discovered. But when in the course of school events, the teachers come to compare notes, interviews, and conversations, the

former condition of their minds is as nothing compared to the latter. This puts life into every room.

Another way to elevate the feelings of a teacher is to make fun of her, misinterpret or misrepresent her language, or place a wrong construction on what she says.

Each or all these ways of helping teachers mentioned, if rightly interpreted by a principal, will materially assist him in getting along with his teachers, and uplifting his school.



The Scope of Geography for Elementary Schools.*

By ISAAC O. WINSLOW, Principal of Thayer Street School, Providence, R. I.

The course in geography in the elementary schools is in great need of readjustment. Thru the impulse of modern science the development of the field of "new geography" has rapidly enlarged the province. The constant aim of special geographers is toward an increase of knowledge, and much of the increase has found its way into text-books and courses of study. As a result of this tendency, the course has become overloaded. There is too great an amount of subject-matter and much that is out of place. We are slow to understand that the geography of advanced specialists is not suitable geography for the schools.

The situation is due to several causes.

1. *The want of proper judgment of values.*—We do not take the trouble to distinguish between that which is of comparatively small account in education and that which is really worth while.

2. *Ignorance or neglect of the capabilities and needs of children.*—The fact that pupils seem to be able to learn and recite facts and principles is not a sufficient indication that these had better be taught. The ambition to introduce difficult matters into the course as soon as possible is erroneous. We may obtain glib recitations, but after the lapse of a little time it will become evident that the subject has not so appealed to the child as to become a lasting part of his mental possession.

3. *The want of a suitable order in the development of the subject to correspond to the child's developing ability.*—We do not regard sufficiently the difference between the child of 10 years and the child of 14. The greatest hope of practical results from educational child study lies in the shaping of the curriculum more in accordance with the needs of the children than with regard to the logical arrangement of the subject-matter.

4. *The perpetuating influence of traditions.*—The force of conservatism is especially effectual in geography to prevent elimination of the old when the new is added. Parents are pleased to have the

*Paper read at the Eighth International Geographic Congress.

children learn the geography of their childhood. Most teachers are inclined to present the subject as they learned it in their school days. The interests of publishers are generally opposed to reform.

The problem for educational reformers in the field of geography is to select carefully and to arrange wisely. This selection and arrangement must have regard for (1) practical utility, (2) real culture, and (3) the time to be allotted to geography in the curriculum.

The work selected in the interests of utility, or mere information for the sake of future convenience, should be thoro but comparatively brief. Definite and clear information upon a comparatively small number of points is all that the average child can retain to be called up in future years. Rather than attempt to load the mind with a multitude of minor facts, in order to be sure to have at hand the few that may at some time be needed, better leave the few to be looked up when occasion arises.

After due regard for utility and convenience, the remaining time is available for purposes of culture, and the task is both important and difficult to determine what is really conducive to that end.

The ability of children to comprehend astronomical and mathematical relations in geography is largely overestimated. The power to exercise broad mathematical imagination is rare and develops only after considerable maturity. Let anyone recall, for evidence, the struggles of his own childhood to grasp these conceptions, or examine a class of school graduates upon their ability to form them. With children we should confine our efforts to the simplest of such notions and enforce them by realistic illustrations.

It is a mistake to suppose that physical geography when studied as a separate discipline and for its own sake, awakens much interest in children. The present spirit of dissatisfaction and reaction is partly due to the fact that the "new geography" has gone to an extreme on this phase of the subject in the school course. The recent text-books in general use start off with a load of generalized science which tends to produce weariness and is prejudicial to subsequent interest. We can not do without a certain minimum of physical treatment as a basis for casual explanation, but should restrict ourselves to such elementary principles as are surely needed, and these should be introduced not all at once, in a general and abstract way, but in close connection with concrete examples as these incidentally arise.

The sympathetic attention of children is attracted most of all by the people, and by particular people in particular regions; hence, if we are to secure interest from the beginning, we must commence as soon as possible to introduce actual human beings residing in actual localities, leaving the scientific aspects of their environment to be worked in incidentally when favorable opportunities arise.

Acquaintance with the customs and institutions of a people is best gained thru the history of their development, and school geography must include an account of such significant points in the history of each people as have contributed to their present characteristics.

A general knowledge of descriptive and political geography is essential. Children should become familiar with the numerous divisions of the land of the earth, as occupied by various peoples, and with the most prominent natural features and cities within those divisions. In the study of the home region this knowledge should be accurate and should be extended somewhat to minor details, but in connection with regions more remote such work should be carefully limited. To the average American child, for example, a knowledge of the exact form of the German empire and of all its rivers and numerous cities has little value for either utility or culture.

Its general location with reference to the countries around it, the fact that it borders upon the sea, and an account of the Rhine river and of the cities of Berlin and Hamburg will suffice for a permanent working background. It is far better to have such a simple picture clearly impressed upon the mind and to leave additional features to be filled in from time to time in after life than to produce confusion by endeavoring to include everything that one might ever have occasion to know.

A very large part of the sphere of geography should be devoted to industrial considerations. From the beginning to the end the industrial aspect, broadly interpreted, should constitute the central purpose. The deepest interests of children are centered in human beings and their customs and activities, and the more mature mind of the present generation finds chief concern in the conditions that lead to the great characteristic industries of the various regions of the world and the results that follow from them. It is on this side that geography enters most largely into the practical and the intellectual life of the world. Such knowledge as this the child of the present century needs in order to be at home in his world. The limitations of time in the school course render it impossible to enter minutely into the particular methods of industrial processes, and the strict limitations of the work of geography exclude activities or processes which are not determined by geographic considerations, but the customs of life in each country and the prevailing industries to which the country is especially adapted should receive strong emphasis.

As the culmination of such industrial treatment, a knowledge of exchanges of the leading products among the various regions and of the principal routes and methods of transportation should by all means be included. The leading facts of commercial geography belong in the elementary course. If this withdraws too much from the work that has been reserved for the high school, let the place be filled by postponing a portion of the treatment of physical geography with which the elementary schools are unprofitably burdened.

The sum of the several divisions of geographic knowledge herein outlined, if carefully selected and presented, will not exceed the proper limitations of the subject, will render it the most interesting and popular of all the branches of study, and will furnish an adequate equipment for average citizenship.

A Struggle of Centuries.

One count against Russia is often drawn defectively. She is guilty of treating Poland clumsily and barbarously at present, but the ordinary tale of a weak country inexcusably swallowed by a strong one is less history than romance. Russian territory was partitioned by Sweden and Poland a century before the turn of Poland to be divided came. Poland took possession of the Russian throne. She disregarded her treaty obligations. The Russians were treated with barbarity. As one historian puts it, when Russia took her slice of Poland, it was "but a single battle in the long campaign which had lasted for eight hundred years, and which even now is not concluded." The provinces which Catherine took she reconquered, Poland having taken them from Russia when her star was in the ascendant. Moreover, when Poland lost her independence, she was in a state so far from freedom that of the eighteen million inhabitants only the one hundred and fifty thousand nobles "bore a share in conducting that ceremonious anarchy which was called a government." The plebeians were slaves.

—*Collier's Weekly.*

New Course of Study for New York City Elementary Schools.

As Revised on June 21, 1905.

[Continued from THE SCHOOL JOURNAL of October 14.]

Grade 7 A.

English.

Composition.—Study of specimens of narration, description, exposition and familiar letters, selected from literature; similar compositions from topical outlines; reports on home reading; paragraphing. Attention to clearness and accuracy.

Grammar.—Subdivision, inflection, and syntax of the parts of speech; phrases and clauses classified; analysis and synthesis.

Reading.—Appreciative reading of at least one masterpiece of prose and one of poetry. Ethical lessons. Use of library books.

Spelling.—Selected words; synonyms; use of dictionary.

Memorizing.—Prose and poetry, including extracts from the literature used for appreciative reading.

Geography.

The Earth as a Planet.—The solar system; relations of the sun, moon, and earth; motions and resultant phenomena; latitude and longitude.

North America and Europe.—Study of North America and Europe with reference to the physical features and with reference to the industrial and commercial development of the several countries of the two continents. A study of the commerce carried on between the United States and the several countries of Europe.

History and Civics.

History.—English history to 1603, with related European and American history. Ethical lessons.

Civics.—Rise of representative government.

Elementary Science.

The mechanical powers; gravity.

Physical Training and Hygiene.

Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Study of the body; skin and special senses; muscles; bones; digestion; respiration; circulation; clothing; general principles of physical training; development of strength. Effects of alcohol and narcotics.

Mathematics.

Simple interest. Accounts. Problems. Metric system. Foreign money. Constructive and inventional exercises.

Drawing and Constructive Work.

Freehand drawing from objects; principles of perspective. Pictorial design. Construction drawing; principles of constructive design. Decorative design and its application. Color. Study of pictures and other works of art. Shop work [boys]—or in schools not provided with shops, other forms of constructive work—from patterns or working drawings.

Sewing.* [girls]

Drafting and making full-sized garments; applied design; use of patterns.

Cooking [girls]

The equipment and care of the kitchen. Cooking of potatoes, cereals, fruits, quick breads, eggs, and milk: cream soups and flour pastes.

*NOTE.—Advanced Sewing will be pursued by girls in schools not provided with kitchens.

Music.

Study of diatonic intervals as such; the construction of the major scale; general review of all preceding work.

Grade 7 B.

English.

Composition.—Study of specimens of narration, description and exposition, selected from literature; similar compositions from outlines; social and business correspondence; reports on home reading. Attention to clearness and accuracy. Application of the rules of syntax in the criticism and correction of compositions.

Grammar.—Systematic review; analysis and classification of sentences; functions of word, phrase and clause elements; subdivision, inflection, and syntax of the parts of speech.

Reading.—Appreciative reading of at least one masterpiece of prose and one of poetry of at least 500 lines. Ethical lessons. Use of library books.

Spelling.—Selected words; synonyms; use of dictionary.

Memorizing.—Prose and poetry, including extracts from the literature used for appreciative reading.

Geography.

South America, Asia, Africa, and Australia.—A study of these continents with reference to the physical features and with reference to the industrial and commercial development of the several countries of these continents. A study of the commerce carried on between the United States and South America, Asia, Africa, and Australia.

History and Civics.

History.—English history from 1603, with related European and American history. Ethical lessons.

Civics.—Comparison of the powers and duties of the king, cabinet, and parliament of Great Britain, with those of the president, cabinet, and congress of the United States.

Elementary Science.

The mechanics of liquids and gases.

Physical Training and Hygiene.

Gymnastic exercises and games, and correct hygienic habits.

Mathematics.

Simple interest and its applications. Ratio and proportion. Easy equations involving one unknown quantity; problems solved both by analysis and by the equation method. Constructive and inventional exercises.

Drawing and Constructive Work.

Freehand drawing from objects; principles of perspective. Pictorial design. Construction drawing; principles of constructive design. Decorative design and its application: Color. Study of pictures and other works of art. Shop work [boys]—or in schools not provided with shops, other forms of constructive work—from patterns or working drawings.

Sewing.* [girls]

Drafting and making full-sized garments; applied design; use of patterns.

Cooking [girls]

Making bread. Cooking eggs, meat, and vegetables. Tea, coffee, cocoa; simple deserts. Cooking for invalids.

Equipment and care of a dining room.

Music.

Songs in unison two voice-part and three voice-part singing with classified voices; exercises in singing, using bass clef; writing of diatonic intervals from hearing; construction of the minor scale.

Grade 8 A.**English.**

Composition.—Study of single and related paragraphs of narration, description, and exposition, selected from literature; writing similar paragraphs from topics; compositions from outlines; reports on home reading. Attention to clearness and accuracy.

Grammar.—Text-book used chiefly as a book of reference. Analysis used to elucidate obscure or complex constructions; correction of common errors thru the discovery of good usage and the application of the rules of grammar.

Reading.—Appreciative reading of at least one masterpiece of prose, and one of poetry of at least 1,000 lines. Ethical lessons. Use of library books.

Spelling.—Selected words; synonyms; use of dictionary.

Memorizing.—Prose and poetry, including extracts from the literature used for appreciative study.

Electives.*

French, German, Spanish.

History and Civics.

American History.—From the earliest discoveries to the adoption of the constitution of the United States, with related European history. Ethical lessons.

Civics.—Forms of colonial government; the articles of confederation; the constitution of the United States.

Elementary Science.

Sound, its phenomena. Heat, its phenomena and uses.

Physical Training and Hygiene

Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Nervous system; brain, spinal cord, nerves, and sympathetic nervous systems; special senses, organs, and functions, and their care; formation of habits. Effects of alcohol and narcotics.

Mathematics.

Square root. Mensuration. Business forms and usages. Short methods. Easy equations involving two unknown quantities; problems solved both by analysis and by the equation method.

Drawing and Constructive Work.

Freehand drawing from objects; principles of perspective. Pictorial design. Construction drawing; principles of constructive design. Decorative design and its application. Color. Study of pictures and other works of art. Shop work [boys]—or schools not provided with shops, other forms of constructive work—from patterns or working drawings.

Sewing* [girls]

Drafting and making garments; applied design.

*Electives. The study to be pursued in any one school shall be determined by the board of superintendents. Any regular subject in the curriculum may be substituted for any elective at the discretion of the board of superintendents.

Cooking. [girls]

Cooking of beef, mutton, poultry, fish, and shell-fish. Jellies, cakes, and ices. Salads. Cooking for infants and invalids. Table service and dining-room customs. Fittings and care of the sick room.

Music.

Sight singing of songs in unison, and in two voice-parts and three voice-parts with words.

Grade 8 B.**English.**

Composition.—Study of specimens of narration, description, and exposition; similar compositions written from outlines; reports on home reading. Attention to clearness and accuracy.

Grammar.—Text-books in grammar used chiefly as books of reference. Analysis and syntax.

Reading.—Appreciative reading of at least one masterpiece of prose, and one of poetry of at least 1,000 lines; attention to the more familiar figures of speech. Ethical lessons. Use of library books.

Spelling.—Selected words; synonyms; use of dictionary.

Memorizing.—Prose and poetry, including extracts from the literature used for appreciative study.

Electives.*

French, German, Spanish.

History and Civics.

United States History.—From the adoption of the constitution of the United States to the present time, with related European history. Ethical lessons.

Civics.—Amendments to the constitution; governments of the state and the city of New York.

Elementary Science.

Light, its phenomena. Electricity and magnetism; simple applications.

Physical Training and Hygiene.

Gymnastic exercises and games, and correct hygienic habits.

Mathematics.

General review of the mathematical course.

Drawing and Constructive Work.

Freehand drawing from objects; principles of perspective. Pictorial design. Construction drawing; principles of constructive design. Decorative design and its application. Color. Study of pictures and other works of art. Shop work [boys]—or in schools not provided with shops, other forms of constructive work—from patterns or working drawings.

Sewing.* [girls]

Drafting and making garments; applied design.

Cooking. [girls]

The preparation of simple breakfasts, luncheons, and dinners. Comparative value of foods. Diets. Nursing. Marketing. Laundering. Removal of stains. Home sanitation.

Music.

Sight singing continued; special attention to changed voices; song interpretation.

NOTE.—Advanced sewing will be pursued by girls in schools not provided with kitchens.

Every year the examinations for teachers of cooking and sewing in the elementary schools are becoming more exacting. As a result the demand far exceeds the supply.

Principles of Government in Home and School.

By DR. EDWARD HOWARD GRIGGS.

On Saturday evening, Oct. 14, Dr. Edward Howard Griggs gave the first of a series of three lectures on "Moral Education," in the chapel of Normal college. The lectures are given under the auspices of the child study committee, and the lecturer was introduced by the chairman of that committee, Dr. Jenny B. Merrill. Dr. Griggs said in part:

In the early life of our country, when we were largely an agricultural people, the school was but supplementary to the larger education of the home, the farm, and the shop. The child went to school to learn reading, writing, arithmetic, and grammar; but his life and character were molded in and thru the larger domestic activities in which he played no small or unimportant part.

In our modern world, and especially in our large cities, these earlier activities are in the nature of things denied the child, and our educators agree that this loss must, as far as possible, be made up to the child by introducing into our school curriculum manual training and the industrial arts. They agree that true education can never lie in treating formal subjects in a formal way, but that it must deal with all the activities of life in a moral way. Education is too often regarded as the equipment of young people for the largest measure of personal success. This narrow, selfish view not only fails to serve the state but ultimately defeats its own end. Education is first and final for the building of character, and all education to be worthy of the name must have morality as an integrating center of the whole process.

Everything that we do and think has its moral education. Yet there still prevails in the minds of many men some educational superstitions that hinder our progress. The first of these superstitions is that there are moral laws and natural laws and that the two are separate and opposed to each other. Now the truth is that the natural laws are all moral and the moral laws are all natural. Take one of the simplest and most fundamental of the so-called natural laws, the law of gravitation, and just a very little thought shows us that there is no escaping its moral bearings. The builders of this hall in which we are to-night would be guilty of a crime had they failed to construct the building in accordance with the laws of gravitation.

Take the principle of physical health and the obedience to the natural laws on which such health depends, every one of the laws has its profound moral import when once we regard the body as an instrument of the mind, a temple of the spirit. A preventible illness is as truly a sin as is any other moral transgression. There is no escaping it, moral life is the basis on which we must build and it must be a basis of positive morality.

In the middle ages the prevailing idea of virtue was negative. To get out of the world and escape its sin was the aim. To-day we are still hampered by these negatively good people. A man who does nothing positively wrong we call good, and there is no baser misuse of a noble word. These people and the cowardly virtuous people,—the people who take their vices second-hand because they lack the courage to pursue vice for themselves,—these people are the gossips of the world and the scandal mongers, and they are a worse menace to the community than is the criminal class. We can deal with the criminals, but is hard to carry the burden, the dead weight, of the negatively good. These are the people who are always to be found in the

applauding crowds when truth is victor, but who are never to be found when truth is on the scaffold.

The business of education is to nourish, to cultivate, to unfold the deepest moral elements in human beings toward obedience to the highest. How is this done? In many ways. Is it done by the school? Yes, in some small measure, a very small measure in times past. By the Sunday school? Yes, again, but again in small measure. By the state? Yes, in a sense unconscious to the child. By the books read? Yes, partly. But the largest modifying elements are the home, the kinds of rooms in which children live, the people with whom they associate in an intimate way, the songs they sing, and the games they play, all the large range of their daily personal activities, these are the determining influences in character.

In the limits of one lecture, or even of three, we can only treat imperfectly of a few of these modifying influences. We have chosen first, "Principles of Government in Home and School;" second, "The Moral Influence of Nature and Society;" and third, "The Uses of History and Literature in Moral Culture."

We have already said that to the child the state can mean little, but those lesser institutions of the home and school comprise his world, and he should find his democracy there. Just as in the state the aim of our democracy is to give to each human being the larger share of happiness and well-being consistent with the happiness and well-being of all, so in the home the aim should be to grow and to be happy, and to help each other member to grow and to be happy. How is it possible to do this? The rules are few and simple. First, we must be clean, clean and temperate, no fine human being can live with people who are not clean—clean physically and morally—the one cleanliness implies the other and both imply the quality of temperance. Second, we must be reasonably truthful and just; character cannot be built out of a fabric of lies and injustice. Third, we must be reasonably cheerful; not cheerful all of the time, but sweet and happy in spirit. Sullenness is moral mildew. And the more positive aspect of cheerfulness, which is courage, must also be ours if the home is to be moral and happy. And last of all every member of the family must work. Without honest work there is no moral salvation; character is developed in action.

And for the schools the rules are few and simple too; and the end that the school seeks are like the ends the home seeks—moral.

Children go to school to learn, and to help their neighbors learn. In order that they may do this a few simple rules are necessary to maintain. First, the child must be reasonably quiet; second, he must be reasonably attentive; and third, he must work. And always the aim should be to get an intelligent obedience to the ends sought.

And the so-called bad children? They are usually of two kinds. The really bad child, the child who functions wrongly, who is diseased. And the second child is not really a bad child at all. He is the strong, restless, assertive child. We are prone to call only the submissive children good, but it is the assertive child who possesses the largest potentiality of goodness. It is his very strength and power that forces him to put our teaching and our authority to the test, and it is incumbent upon us as teachers and as moral leaders to present the right to him, not as an infliction of our own personal will, not as our opinion seeking to dominate his opinion and his personality, but rather should we seek to present, as Froebel bade us, the great law of right to which we as well as the child must conform.

With a very little child we must often have, we ought to have, blind obedience, and the habit of this blind obedience to the right marks the path to that higher voluntary obedience to the right for the right's sake. There is no finer ethical sermon than William James's chapter on "Habit." But habits, even the best of them, are dangerous, if they become our masters instead of our slaves. There is much high wisdom in old Jeremy Taylor's injunction "To live soberly and temperately most of the time and to violate, or rather to transcend, this careful temperance only for three ends, public feast days, the glory of God, and private joy."

And last, we must be infinitely patient with our children; willing to let them try and fail and try again. When the little child begins to walk and falls down every other step, we say, "Stand up and try again." Even so we must be patient with moral toddling, willing to put aside our own authority, even when we know that it stands for ripe wisdom, and let the child learn for himself the moral truth that cannot be forced upon him but which may be made easier for his apprehension if we stand ready to help him to a larger and larger understanding of the law. A child that so grows into the conscious obedience of the right will not, when he is free, rebel against the law but rather will he go forth with that great reverence for the law and for democracy which is not alone the safeguard of our state, but of all private moral character.

Reported by *Hortense May Orcutt.*

Public School Athletic League.

The success of the Public School Athletic League of New York city is attracting the attention of educators throughout the country. General George W. Wingate, the president and founder of the league, is in daily receipt of letters from high school principals requesting further information as to the needs of such an association, its aims, and how similar leagues can be formed. This widespread interest is doubtless in part the result of President Roosevelt's forceful and practical letter in accepting the office of honorary vice-president. The letter was published in full in a recent number of THE SCHOOL JOURNAL.

In speaking of the work of the Athletic League in the New York *Herald*, President Wingate says: The pressing need for improving the physical development of the children in the schools of this city caused the organization, on November 27, 1903, of the Public Schools Athletic League. This now includes in its membership more than six hundred of the leading men of the city, among whom are many conspicuous in educational matters and in the work of improving the conditions among the poor.

In order to stimulate the mass of the boys to develop themselves physically the league gives annually to each boy who can attain a certain standard in running a short distance, "chinning" on a bar, and jumping, a silver button for high school boys, a bronze and silver one for elementary seniors, and a bronze one for elementary juniors. A large number of boys have won this button during the last year, and more would have done so if it had not been that the league in fixing its standard had overestimated the strength and activity of our school boys.

The league seeks constantly to impress upon the boys that to win this button, to be prominent in the games, or to become strong and healthy, they must acquire good personal habits, avoid the bands and temptations of the streets, go to bed early,

keep their skin clean, and, above all, abstain from cigarettes. It believes that it has done more toward putting an end to this last pernicious habit than anything which has hitherto been instituted among our school children. It allows no boy to compete unless his principal certifies that he is up to the standard in his conduct and studies.

The league's success has been far beyond the most sanguine expectations of its organizers and officers. It has received from citizens interested in the schools many beautiful prizes, which have cost in the aggregate several thousand dollars. Last year the spring meeting was attended by eight hundred and three competitors, and over ten thousand boys competed for places. This year there will be three times that number.

The effect upon the schools of what the league has done has been most beneficial. The time that can be spared from class work for physical training in our schools, particularly in the larger ones, is brief, and the exercises, altho indispensable, necessarily lack the excitement and interest of open-air training and competition. Supplemented, as they are, by the games of the league, their value is more than doubled.

The discipline of the schools and the personal habits of the boys have been immensely improved. The number of little toughs, the terror of their principals, who have become saints, not because they want to be saints, but because they desire to compete in the league games or win a button, is astonishing.

Some may consider the work of the league as a "novelty" and not a "necessary of proper school life." Those who have studied the matter and know the wants of the boys of our public schools do not. Country boys develop their bodies and increase their vitality by their work and play in the green fields and open air, but in the crowded streets of this great metropolis the city boy has no such opportunity.

In the tenement districts where the officers of the league have counted one hundred children on a single block two hundred feet long, it is an impossibility. Hence, we have found that in the congested districts the physical development of the boys is decidedly below normal. They can run a little, but they have little strength in their arms and do not know how to jump. Pitiable to relate, many have to be taught to play organized games.

The great obstacle that the league has had to contend against has been the inability to procure grounds for the use of thousands of boys who are eager to avail themselves of an opportunity to develop themselves physically. It has secured several private fields, the use of some of which has been donated, others of which it hires. The colonels of the National Guard regiments have been most generous in allowing the use of their armories. The league has also utilized some of the playgrounds of the schools after school hours.

Controller Grout, having become aware of these facts, personally suggested the idea of the city's providing, leveling, and fencing four athletic fields, the Public School Athletic League agreeing that if this were done it would undertake to fit them up and to operate them under the direction of the board of education without expense to the city.

The first of these fields has been secured on Staten Island, at New Brighton, adjoining the New Curtis high school, and will be in operation under the league's control as early as possible in October. Owing to its accessibility, the boys of the high schools in Manhattan, the Bronx, and Queens will enjoy its privileges equally with those of the island until other fields are secured.

The original idea was that as the scheme was

only an experiment, it would be best to confine it to the high schools. There are over twenty thousand young men attending these schools, to whom the development of their bodies is fully as important as that of their minds. Yet while every little college in the country has its athletic field, our city college of five thousand students and our high schools with their twenty thousand have none. There was, therefore, nothing unreasonable in the idea.

This original plan of limiting the use of the proposed fields to the students of the high schools has been abandoned and the resolution amended to read that the athletic fields should be for the benefit of all the children of all the schools of the city. This will include not only the high and elementary, but the parochial and other schools which are outside the public school system.

City Superintendent Maxwell heartily indorses the work of the league and says that it recognizes the importance of each of the elements of education, and it is this fact which differentiates it at once from the purely athletic organizations and which makes it exert an important and beneficial influence upon the school boys of New York city.

"In company with the athletic associations," continues Dr. Maxwell, "the league encourages bodily development, the achievement of which predicates healthy living, abstinence from tobacco and alcoholic stimulants, and avoidance of all excess, whether of diet, mode of life or exercise itself. It parts company with the average athletic club, however, in an important matter, because it does not make the discovery and training of athletic stars or the clipping of fractions of a second from records its chief aim and satisfaction. Its purpose is rather to encourage thousands to better their physical conditions even if they start at athletic zero. To this end the league's games are so arranged that thousands of boys, rather than a score of specialists, may compete. Moreover, thru 'improvement awards' for those who better their physical condition it recognizes the boy who will never be a star performer, but who, thru interest and persistent attention, has added a certain percentage to his strength and has gained a certain aptitude in using his muscles. Similarly, to girls are offered award pins for correct carriage of the body.

"A healthy body and the ability to study have a close relationship, tho it is entirely possible to neglect the mental side while striving for brawn. The league, however, by requiring a satisfactory school standing of all competitors, works against the unfortunate one-sided development which so frequently brings athletics into question in educational institutions. In this way the league offers also a positive incentive to boys to do well in their studies. Nor must the ethical discipline of this organization, thru insistence on fair play, gentlemanly and sportsmanlike conduct, and the sweetness of honestly won laurels, be overlooked.

"In short, as it seems to me, the league is calculated to stimulate the growth of a faithful, strong-limbed, fair-minded, right living American youth and consequently is worthy of support. These are the ambitions its officers have for it, ambitions which, I am glad to say, have been realized at least to an extent which warrants some optimism."

Dr. Luther H. Gulick physical director of the New York city schools, advocates the construction of a twenty-story play-center on one of the piers along the East river. If the plan is put into operation it will do much to solve the problem of proper physical exercise for thousands of poor children.

The Training of Schoolmasters in England.

In a recent number of the *Nineteenth Century* E. Lyttelton has an interesting article on the question of training teachers in England. It is a singular fact, he says, that in England the belief in the efficacy of any system designed to teach schoolmasters how to teach has never received more than most languid support. When the subject first began to awaken interest, some twenty-five years ago, there were very few people outside of the profession who ever gave it a thought. It is not, however, to be inferred that the schoolmasters, as a whole, have been eager promoters of professional training. A somewhat remarkable apathy on the subject has been shown thruout by the heads and assistant masters of the large public schools. The reason of this is intelligible.

Undoubtedly, the commonest kind of scepticism as to the value of training takes the form of insisting on the absolutely essential need of a certain personal magnetism if the teaching of a class is to be really effective. A conservative in this question would urge that, compared with the possession of this quality, no amount of technical knowledge or dexterity is worth anything.

This may be at once conceded. It is perfectly certain that in class teaching nothing can compensate for naturalness and native force. There are teachers who never speak without being listened to; others say the same things quite distinctly and nobody pays heed. If these latter are trained they may learn to speak with more vigor, but there will be no gain in effectiveness, and no one but an ignoramus could ever expect that there would be.

The answer to this is quite simple. It is a great mistake to classify teachers into two classes, very good and very bad. The vast majority are between the two. Of these, very many possess some natural gift for teaching—not a very brilliant endowment, but quite enough to do good work, only it is for a long time marred by blundering. It is quite possible for a conscientious, sound-headed man to sit daily in front of his class and, by omission and commission, spoil the very best of his teaching without knowing it. Another will begin by spoiling it, but having some knack of self-criticism he gradually comes to believe that when a lesson goes badly the fault is actually in the teacher, and not altogether in the pupils. The object, then, of a general system of training is to enable the majority of teachers to become self-critical. The practical training now offered by universities and training colleges gives exactly this opportunity.

The next indictment brought against the system of training is that some secondary schoolmasters of the present day have gained certificates, but subsequently have shown marked inferiority to others who have not. Suppose the objections were literally true, the explanation is very simple. As long as a state of things exists such that any man of good reputation and a degree can be pretty sure of a good berth whether he be trained or not, it is certain that the first lot of men who are trained will be those who are most insecure in their credentials. They will gain the certificate, hoping that it will strengthen slightly a weak case; and it is not to be expected that training will yield very showy results if tested in this way.

Again many are disposed to think that the so-called theoretical training must be useless. It should be explained that the theoretical training, as conducted by the universities, consists chiefly in examining the student in elementary psychology

the history of education, the biographies of great teachers or reformers of teaching, and possibly in problems of school life. The ordinary English critic dubs such studies as all useless.

The only rejoinder due to this affirmation is that it is nonsense. No young man can fail to be the better for knowing of the heroic efforts of the great pioneers of education in England and on the continent. And when the classical controversy is raging thru the civilized world, and awakening a wider interest every year, would it be any disadvantage for schoolmasters to be fairly acquainted with the history of events which led to the primacy of Latin and Greek among the nations of western Europe? Why in the world should they be debarred from knowing the most obvious and interesting facts about the history of their own profession? And is there a country in the world except England where it could be commonly supposed that a man is the better for being ignorant?

The accuser goes on to say that the practical training is ridiculous, first because it is given by inferior teachers; secondly, because the only conditions under which criticism lessons can be given are such as to nullify the difficulties of discipline which a young man has to encounter unaided when he first faces a score or more of youngsters in class.

Let us examine the first point. Supposing that the facts were as implied, and the teacher of teachers were himself no great hand at the art, does that disqualify him at once for the work of critic? The two tasks are very different. The master of method, whose business it is to train, is principally concerned with the task of seeing what the student does wrongly, and telling him lucidly his mistake. This is not the same problem as teaching a class of boys, for the simple reason that knowing how a thing ought to be done is different from being able to do it.

The second point made by our objector to the practical training is that the atmosphere of the class-room where criticism lessons go on is artificial; the presence of other adults besides the teacher makes it impossible that the boys should be boyish, as they often are when pitted against him alone. To put it bluntly, they cannot 'rag.'

This is doubtless true, but it comes to a good deal less than appears at first sight.

Most middle-aged men have a very erroneous conception of the modern problems of class teaching. Their minds are stored with blurred recollections of a "high old time" which they and their compeers used to spend in making life miserable for some unfortunate usher thirty-five years ago. Modern school life, except for quite occasional revival of the old spirit, knows these conditions no more. The twentieth century boy has learned decorum, and the change is well-nigh incredible.

It is a grave fact, full of ominous meaning for the future of the country, that the supply of men ready to become secondary schoolmasters has greatly fallen off since about 1895. In view of this fact the opponents of professional training urge that it is most unwise, when the supply of men is insufficient, to make the road into the profession more difficult than before by these regulations and by compulsory training.

It is an acknowledged fact that in the humbler kinds of secondary schools salaries of men teachers are disgracefully low, and those of women teachers even worse. But when a rise in salary is held to be the sovereign remedy, it is well to remember that in the days when the "market" was overflowing with applicants for schoolmaster-ships, and the shrinkage had not begun, salaries were even worse than they are now. The remark might have some practical value if it were not

that the government civil service is the chief competitor against us, offering £400 per annum, a social status, and a pension after many years of work. It has been asserted that in 1902, 70 per cent. of the first classmen of Oxford and Cambridge were engulfed into the capacious maw of the government offices. Things were not so in 1890. This is the vortex down which they are plunged, and it seems absurd to use the diminished number of candidates for teachers' posts as an argument against training.

Judge Lindsey's Faith in Human Nature.

Judge Lindsey contributed to the October number of the *American Magazine* a detailed account of the conversion of a criminal boy, which tells more plainly than any argument that there is just one force in the world which can accomplish moral miracles, and that is faith in human nature. To all appearances the boy, Ed. Martin, was wild and irredeemably bad, and the following exploit shows the manner of life led by him:

One of the boy's methods of beating his way about the country was to board a train and after it had started to creep into an empty berth in a sleeping car.

On one occasion Martin was awakened by the porter's startled exclamation: "Good Lawd, the's a kid in heah!" Then, as the boy phrased it, "I flew the coop while the coon guy went to tell the conductor. I was ditched at a town they call Reno, in Nevada. Course I was dead broke. I touched a guy for a half and bought me a cane and some chewing-gum. I walked into a bank and right up to the guy in the monkey-cage. I said I wanted work, and he said he hadn't none. I told him I'd clean up de back yard, and while he went to ask the head guy about it I rammed de gum on de end of my cane, shoved it t'ru de cage and swiped a twenty that stuck to the gum. Then I took a hike mighty sudden. I lay low and went out on the express that night."

Judge Lindsey never lost his absolute conviction that the boy was coming out all right, and he has since succeeded in reforming him.

Development of Will Power.

"In this training of the individual for his highest efficiency, says President Eliot in *The Outlook*, "there is a fundamental thing to be done in order to make him a productive and happy worker. There is always one essential process at the bottom of it all—namely, the development of the individual's will power intelligently motivated. Is not that the fundamental thing in the education that lasts thru life?"

"I believe that the will power of a child, a youth, a man, can be developed only in freedom—thru the exercise of the will in freedom—under motives which spring from within himself and are not imposed on him from without. This doctrine is not consistent with many of the theories which in the past, and particularly before the nineteenth century, controlled education; but if I am right in believing that the training of the will is the principal thing in education, then the implicit obedience theory is wrong; then the earlier, but still surviving theory of breaking the will is wrong; then the military system in education is wrong, for the essence of the military system is the automatic subjection of the will of the individual to the command of his superior; then every system must be wrong which imposes opinions, practices, or habits without enlisting the will of the individual in convinced coöperation."

School Grounds and Buildings.

By A. B. POLAND, Newark, N. J.

[The following selections from Dr. Poland's annual report bear upon a most important problem in school administration. The arguments here presented may be of service to superintendents and principals elsewhere.—*Editor.*]

It has been the too common practice in former years to meet the constantly arising demands for more school accommodations by building additions to old buildings. This practice has been resorted to not because of any belief in its merit, but in order to avoid the purchase of additional land. The small appropriations made to the school board from year to year did not permit the purchase of much additional land. As a result school grounds that were, perhaps, ample for the original school building of eight or ten rooms, have been covered by successive additions so as to leave little or no space for out-of-door exercise. This has been unfortunate. Every school building should have, if possible, sufficient yard space for out-of-door play in suitable weather. As a relief from the tension and confinement of the school-room there is nothing so valuable as a few minutes of unrestrained, natural, out-of-door play. The zest and satisfaction that pupils derive from a few minutes' recreation of this kind, may be observed at any time by visiting during the recess period any of the few schools whose playgrounds fortunately remain.

But, setting aside all moral and hygienic considerations, is it in fact business economy to restrict our school plots at the present time to scarcely more than the bare space which the buildings actually cover? In a few years the land adjacent to many of our school buildings will be difficult to acquire at a cost greatly in excess of its present value. Inasmuch as land is now comparatively cheap, and if acquired by the city for school use will pay no tax, it would seem even from the speculator's standpoint to be a good investment to buy larger school sites. This would be true even if the land were to stand unimproved and idle. But, if converted into school playgrounds, it would not stand idle in any sense; the city would receive a never-failing dividend during the whole period of its gradual enhancement in value thru the use that the children would make of it. It would be good business judgment to acquire sufficient land under such conditions. It is not likely that the city will ever need to sell and abandon any of the property thus acquired; but if, owing to the shifting of population, a school must eventually give way to stores and factories, the site thus vacated would, in nine cases out of ten, sell at a price far above its original cost. Whereas, it might not ordinarily be good business policy for a city to buy and hold for a rise unimproved land, that is, speculate in real estate, the purchase of good sized and well located school sites could scarcely be considered in the light of a speculation pure and simple since they would be put to use from the very beginning, and that, too, the very best use, as playgrounds and breathing spaces for the children. Hence it is a mistake, it seems to me, from whatever standpoint considered to secure merely enough land upon which to erect a building with little or no adjacent space, either for playgrounds or for possible enlargement of building when growth of population shall make additional land a necessity.

A modern school building may reasonably be expected to serve its purpose for thirty or forty years at least. Before the expiration of that period the one story and two story frame houses and brick houses that constitute the majority of the homes of our people will be torn down and dre-

placed by three and four story brick buildings. By this means population will be condensed, compelling the enlargement of existing school buildings to accommodate the largely increased number of school children in a given area. The economy arising from the ownership and possession of spacious school sites will then be evident. How much better for the city to secure its school sites now while land is relatively cheap, and thereby enable a generation of children to enjoy the same during the city's growth and development. I would plead, therefore, for large school sites when new buildings are to be located, especially in the suburbs of the city. Not twelve city lots, but at least twenty-four city lots or a whole block should be secured wherever and whenever practicable. Forty years hence, yes, twenty years or even ten years hence, the citizens of Newark will commend the business sagacity of those who now control its affairs if they exercise the good business judgment which is their bounden duty.

School Buildings Should be Located on Corner Lots.

In order to make sure that no adjoining building or buildings shall hereafter be erected in such close proximity as to cut off the light and air from school buildings, corner lots should always be selected. Since the city already owns its streets just so much adjacent land surface is added to the school surroundings without additional cost. To locate a school building in the middle of a block, as has been done frequently in the past, adjacent land on both sides must be purchased. The erection of private buildings in too close proximity may cut off air and light—both absolutely essential to the well being of large numbers of children housed in a single building for long periods each day.

Size of School Buildings.

Authorities quite generally agree that wherever possible a school building should contain not more than 1,000 to 1,200 pupils. Twenty to thirty classes, or 1,000 to 1,200 pupils, are as many as one principal can oversee properly.

In rare cases, where population is congested and building sites costly to acquire, the Board may be justified in erecting buildings of 30 to 40 rooms. This will compel, however, the employment of clerks or assistants to do the work which the principal of a school is best fitted to perform. The school then resembles a big department store, and has a tendency to perform its functions after the mechanical methods of a business house. The fine hand of the principal is no longer seen; for, engrossed in the details of administration, he delegates to his subordinates,—to head assistants and to his vice-principal the personal contact with teachers and pupils which alone inspires confidence and zeal. The whole atmosphere of the school is changed; so far from being a home for pupils as well as a workshop, it becomes a workshop merely—and great is the moral and intellectual loss!

A school of twenty to thirty class-rooms is large enough for economical and efficient class organization; it affords rooms enough for the sixteen grades that comprise a full grammar school; it provides, also, for kindergarten, library, workshop, and kitchen.

(To be concluded next week.)

Knowledge of pedagogy does not necessarily make good teachers, any more than the study of theology makes good preachers. But that is no argument against the serious, systematic, and persistent study of education.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending November 11, 1905.

San Francisco has been selected as the place of meeting for the National Educational Association in 1906. The great convention will be in session the week following July 4. When Lyte was president we gathered at Los Angeles; now that Nathan C. Schaeffer holds the chair, in is to be Frisco. How grateful California must feel toward Pennsylvania! Of course, we will all be there, G. W.

School Gardens in South Africa.

This is an era of free trade in the world of ideas. Individual men may not rejoice in it, but mankind is profiting by it. The school garden, conducted in the heart of the crowded tenement district of the New York City Ghetto, under the wise leadership of Miss Rector has attracted attention far and wide. From New Zealand, East India, Germany, Great Britain, Tasmania, and other countries have come news clippings and letters giving evidence of the interest taken in the experiment. The supply of numbers of THE SCHOOL JOURNAL in which a description of the garden appeared has long been exhausted. It is barely possible that next spring I may be able to republish the story in *Teachers Magazine*. Here is an extract from a recent letter addressed to Miss Rector by Mr. Geo. Gilchrist, editor of the *Cape of Good Hope Teachers Annual*, which shows that in South Africa, too, the seed has fallen on fruitful ground. Mr. Gilchrist writes:

I was much interested in the article which spoke of your school in Rivington street showing how it was possible to have a school garden even in a New York City Ghetto. We are reproducing—if one may compare small things with large—some of the features of New York city life in Capetown, and I should very much like to hear more about the enterprise you have initiated in your city. I have long been convinced that the conditions under which children study here and the actual method and the end of the study are capable of improvement.

Truly the works of our hands preach sermons. The age of publicity has increased individual responsibility. What is done in the smallest corner may become a blessing to all mankind in a marvelously short time—or a curse.

Schools and Stuttering.

Those who ordinarily teach reading in our educational institutions are really responsible for the somewhat alarming spread of the stuttering habit, says *Current Literature* in referring to a report by Dr. Edward Mussey Hartwell to the Commissioner of Education at Washington.

Dr. Hartwell, as director of physical training in the Boston public schools and as sometime associate in physical training in Johns Hopkins university, has had his attention called to "school-produced stuttering" in many classes. "Stuttering," he says, "is a spastic nervous disorder whose most obvious symptoms are minor convulsions in the articulatory apparatus, but the initial fault is in the execution of the breathing movements." Dr. Kussmaul, the eminent German neurologist, is quoted as having defined stuttering to be "a spastic neurosis of co-ordination which hinders the utterance of syllables by convulsive contractions at the stop points for vowels or consonants in the articulation tube."

The experience of Kussmaul, who was originally a stutterer himself, proceeds Dr. Hartwell, has shown that unless the central breathing muscles are first

set aright, efforts directed at restoring the co-ordinated action of the throat and mouth muscles are largely thrown away:

"It is a most significant fact that those who are most successful in the treatment of stuttering have taken the law of the nervous system as their guide. As a rule they begin their treatment with gymnastic exercises of the trunk and breathing muscles and later on direct their attention to developing normal habits of action, first in the muscles of phonation and then in those of articulation. In other words, their training of the accessory neuro-muscular mechanisms is based on the preliminary development of the normal powers of the fundamental and intermediate mechanisms of the series.

"Stuttering is recognized as a 'school disease,' and there is good reason for the belief that in a large proportion of stutterers the habit is produced by unnatural and inverted methods of teaching reading, which is begun in the primary school before the children have acquired adequate control over their organs of speech. It is quite as desirable that the teacher of reading should apply the essential principles of physical training, so as not to produce or intensify stuttering, as for the vocal trainer to apply those principles in curing it. The natural development of the vocal organs involves so much exercise which is primarily of the gymnastic sort that I am led to hold that if the motor education of the younger children in the public schools were rightly organized in the departments of free play and elementary gymnastics a considerable amount of stuttering would be prevented."

As between satiety and want, the latter is to be preferred. There is no cure for the former.

Eye and Ear Tests in Public Schools.

During 1904 the Vermont legislature passed a law providing for an eye and ear test of the pupils of the public schools. This test was recently completed in the city of St. Albans. The results as summarized by the *Daily Free Press* are as follows:

Out of a total of 831 pupils examined, which does not include parts of grade 1, in which the pupils could not read the lettering on the cards, or either of the kindergartens, the total shows 190 with defective vision, 22 with defective hearing, and 16 with trouble with the nose and throat. The percentage of defects of vision was found to be the highest in the high school where it was 42 per cent. Out of a total of 140 members in the high school 60 students were found to have defective vision, six defective hearing, and ten trouble with the nose and throat. In the Barlow street school building out of a total of about 145 pupils 26 were found to have defective vision, four defective hearing, and three trouble with the nose and throat. In the Messenger street school building out of a total of 136 pupils 28 were found to have defective vision, five defective hearing, and one trouble with nose and throat. In the Elm street school building out of a total of 195 pupils 18 were found to have defects of vision, and two trouble with the nose and throat. In the grammar school grade at the academy building out of a total of 215 pupils 60 had defective eyes and seven defective hearing.

In commenting upon the test made by the authorities the *Caledonian* of St. Johnsbury, makes the following observations: There were doubtless some people in the state who regarded the enactment of a law compelling an eye and ear test in the public schools as a not over-important move, and as entailing considerable extra work on the part of the teachers. Already, however, is the value of that law proved. Already has it "opened the eyes" of the

public at large to a condition of things rather alarming in its significance. A large number of the school children in the state are being shown to have defective eyesight, and it is demonstrated that improper lighting of school-rooms and objectionable methods of arrangement and study are responsible therefor to no small extent. These defects being revealed by a faithful application of the law in question, it remains for school authorities to bring about improved conditions and methods, in order that the eyesight of the school children may not be injured by reason of poor planning or thoughtless neglect.

Medical Inspection of Schools.

In an address before the American Pediatric Society, Dr. C. G. Jennings summed up the work that has been accomplished in the interests of a safer and healthier school life and the future of the movement. *The Literary Digest* in reviewing Dr. Jennings' address which appeared in full in the *Archives of Pediatrics*, makes the following observations:

Medical inspection of schools, it appears, had its beginning in Europe. In the United States it has been slow of adoption and limited in its application. Boston introduced the first system in 1894, and New York followed in 1897, while Chicago, Philadelphia, St. Louis, Washington, Detroit, and many of the smaller cities of the United States have followed. With some exceptions medical inspection of schools has had for its object only the detection and exclusion of infectious diseases. The writer devotes considerable space to the physical education of school children, and contends that no attempt is made in our educational scheme to adjust work and sleep to the physiological demands of the growing child. He insists that an ignorance of the simplest facts of diatetics in homes and in boarding-schools is responsible for many of the pathologic conditions of childhood. He says:

"In addition to excessive work and long confinement, with deficient rest and sleep, is a dietary improperly selected, badly prepared, and often inadequate to the demands of the growing child for nutrition. With a thoro medical supervision of the school system by a medical department of the board of education, with the school developed into a laboratory, where teaching of hygiene is made practical by a perfect sanitary environment, will come a diffusion of the knowledge of the necessities of healthful living that will make reform a natural process of development."

New Departure in French Schools.

"French education is undergoing a change—a mighty change," says the *Pall Mall*. "Sports are taking a greater place than heretofore in the economy of the school. Perhaps some day the melancholy promenade of the *lycees*, two by two, in the streets of Paris will be looked upon as something monstrous and unnatural. Whilst that reform has not yet come, the active exercises of the British boy are beginning to assert themselves in the playgrounds of the schools and colleges. Tennis and racquets and football make their quiet conquests every day. Much has been done by the enterprising heads of *lycees*. Here, for instance, is M. Pierrotot, the principal of the college of St. Barbe, who has initiated a startling reform. He has abolished afternoon lessons. When the weather is fine the lads play games in the open; when unpropitious, the time is given to the arts and crafts, such as modeling and carpentry. There is also instruction in the singing of school songs. To train the eye and the hand of his pupils is the idea of this scholastic innovator. Young Jacques is to be made a 'handy man'; that is M. Pierrotot's remedy for *ennui* and other deadly features of French school life."

Evils of Excessive Home Work.

In England, parents are complaining because their children are often compelled to study during the whole of Saturday and sometimes part of Sunday in order to finish the tasks imposed by the teachers. In replying to this complaint *The Daily Telegraph* (London), says that "it is no use to complain of hard work in a competitive world." The editor of *The Hospital* (London), answers this observation as follows:

"This is cold comfort, but characteristic of the champions of the present system of elementary education. So far as the complaint has reference to schools maintained at the expense of the parents there is an easy remedy. If they are given excessive home lessons, and it is pleaded that the rules of the school must be adhered to, the children can be removed. But the parents of children who are educated in schools maintained at the expense of the public . . . can only withdraw their children from school, even temporarily, on a certificate of illness from a medical man. It does not follow that the imposition of home lessons upon children of tender years should be accepted without a murmur. The Saturday holiday is an excellent institution, if the children obtain the full benefit of it, but not when it merely means a period of leisure for the teachers. The stress and strain of hard work have to be borne by the vast majority of adults; in this world the race is generally to the swift and the battle to the strong. But compulsory home lessons inflicted on boys and girls of eight or nine do not tend to equip them for the obligations of life. They are much more likely to retard their progress. They overtax the mental faculties at a time when it is particularly essential that these should not be overtaxed; they interfere with the physical development of the children, which is of vital importance; and even the most thick-headed can recognize the folly of a system which enables a boy to come out first in a competitive examination at fourteen years of age and qualifies him for a lunatic asylum at forty."

Mutuality of Interest.

In the department of "Survey of Civic Betterment," conducted by E. G. Routzahn in *The Chautauquan*, the editor gives a number of quotations and suggestions in order, as he says, to place emphasis upon certain aspects of education in which the citizen patron of the school is most frequently interested and to point to some practicable lines of coöperation open to the lay friend of the school. He gives them as follows:

First: That the school-house need not be closed a large part of every day—afternoon and evening, and all of several days of the week and for all of several months of the year.

Second: That there need not be an age limit in the use of the school or in the planning of the program of the school.

Third: That no member of the family because of age, sex, occupation, or other special condition need be overlooked in the plans of the school.

Fourth: That many things not taught from "school books" are truly educational and may be studied or enjoyed in the school-house.

Fifth: That the use of the school-house need not be limited to strictly "educational" activities, provided only that there should be no interference with the schooling of those just entering upon life.

Sixth: That the entire community is interested in the school, and not merely such families as are represented in the schools by teacher or pupil.

Seventh: That neither the school board, the superintendent, or the teachers are solely responsible for the management of the school, nor are any of these three freed from sharing responsibility with the parent and the citizen.

Notes of New Books.

So often teachers feel that they have given, given to others until they are utterly exhausted—drained dry! There is so little that is new to offer them in such case, that it is with unusual pleasure that attention is called to a book recently from the press under the authorship of L. H. Bailey, called *THE OUTLOOK TO NATURE*. It was written for teachers, and it is one of the most helpful, soul-satisfying discussions that has come our way in months. It really consists of four lectures given by Professor Bailey last January in Boston, under the auspices of the Twentieth Century Club. The four subjects are: I, The Realm of the Commonplace; II, Country and City; III, The School of the Future; IV, Evolution: the Quest of Truth. The titles tell little, however, of the good things within. Especially does this book belong in every teacher's library and every public library. It is the sort of book for a Christmas gift to an honest, earnest teacher friend. (The Macmillan Company, New York.)

QUEEN ZIXI OF IX, by L. Frank Baum, is as improbable a story as his former one of "The Wizard of Oz," yet like those fine spun fabrics of the imagination by the late Lewis Carroll, it makes delightful reading. Suppose the fairies, to please a passing fancy, wove a cloak of wondrous beauty, whose magic power would grant each possessor one wish. Suppose that a little peasant lad, by the unexpected working of a dead law suddenly revived, became king of the great realm of Noland, his will absolute and supreme. Suppose that his young sister was the first possessor of the magic cloak, which, passed lightly from hand to hand,—most persons ignorant of its powers,—granted child and counselor alike one wish, wise or foolish—till the fairy garment was stolen. Suppose that a strange race, the Rolyrogues, suddenly descended upon Noland, and only in this extremity was the theft of the magic cloak discovered. All these are improbable, yet if we can imagine them as taking place, we can form some idea of the things that are related in this most delightful fairy story. The book has over ninety illustrations—sixteen full-page insets and seventy-five illustrations in two printings—by Frederick Richardson. (The Century Company, New York. Price, \$1.50.)

In the volume of *FIFTY-TWO STORIES FOR GIRLS*, edited by Alfred H. Mills, is furnished a variety of entertainment hardly possible to be found in any single long story. The stories are classified under the heads of school and home, girlhood and youth; pluck, peril, and adventure; in the world of the fairy, and romance and history. Mr. Mills contributes several stories himself and the others are selected from the writings of many authors. The stories inculcate the love of honor, truth, and loyalty. The book is the best present a girl could have. (D. Appleton & Co., New York. Price, \$1.50.)

THE SOCIAL SECRETARY, by David Graham Phillips, is the story of a young society woman, who, meeting with reverses, is compelled to earn her own livelihood and accepts the position as secretary in the family of one of the newly-appointed senators. The methods she employs to launch the family into society are interesting and unusual. A love story is interestingly woven into the whole, and everything ends in the orthodox, happy manner. The subject is dealt with very freely and slang indulged in to a great extent and, in some cases, coming from the mouth of a supposedly well-educated young woman, who purports to be a representative of the Elect of Washington, is decidedly distasteful. On the whole, however, the book is worth while as throwing light on the inner life at Washington of government officials. It is witty, humorous, sarcastic, cynical, and ingenious by turns. (Bobbs, Merrill & Co., Indianapolis. Price, \$1.50.)

NATURE STUDY IN THE POETS, by Mary Roenah Thomas, teacher in the Hancock School, Boston. Miss Thomas has shown a very delicate literary perception in the selection and arrangement of the beautiful extracts, from poets well-known and others less known, which make up this volume. It will be found very helpful in the schools. Many thoughtful teachers suggest or require the committal to memory by the pupils of choice memory verses. This is a beautiful service for the teacher to render her pupils, but it is often hard to select the best literature for the purpose. This work has been done wisely and well by Miss Thomas. Her selections are classified under the head of The Seasons; Sounds from the Sea; The Flowers; Notes from Field and Wood; Pictures of Indian Life from the Song of Hiawatha; Selections for Special Days. These are not put together in "hit-or-miss" fashion, but the first selections under The Spring, for instance, give us the sounds and sights of early spring and the season's advance is indicated in the passages that follow. It would be well if a copy of this artistically arranged and printed volume could be put in the hands of every pupil in the public schools; and on the home table it will be a source of constant inspiration. (The Palmer Company, 50 Bromfield street, Boston, Mass. Price, 50 cents, postpaid.)

TWO GERMAN TALES, with composition exercises, edited by

Max Lentz, formerly principal of the Paterson academy forms a volume of the *Silver Series of Modern Language Text-Books*. It comprises two stories, written in a direct and simple style, and admirably suited for early reading by the student of German. "Wigo," by Karl Jacobsen, is full of interest and dramatic action. "Der Tschokoi," by Johannes Kraner, is the quaint little love story of a Roumanian country lass. The volume contains some twenty pages of composition exercises based directly on the texts, and affords interesting material for practice in writing. Altogether the book seems to be a very valuable adjunct for the German class. (Silver, Burdett & Company, New York. Price, 40 cents.)

Russia.

The new edition of *RUSSIA** by Sir Donald Mackenzie Wallace is a version of an old standard book of travel. The author has studied Russia for thirty-five years, living there for eight of these years. A natural journalist, with all those accessory passports of journalism which may be commanded by a successful English newspaper correspondent, he saw with keen eyes and what he saw he records with skilful pen.

To us of the New World, Russia is a fact of vast import for many reasons. She is one of the only three countries that surpass us in population; the others being China and India. She is one of the few military powers that may be considered as possibly of interest to us, the others being Great Britain, Germany and Japan. She possesses an extent of territory that ranks her with Great Britain, China, and ourselves.

Her population is growing with rapidity and overflows into our own land. Hers is a new people, heterogeneous, growing into nationality, repeating in a way the old story of western Europe in medieval times both in church and in state. And in a thousand aspects her present condition arouses the interests of the sociologist, the political scientist, the philologist, the religious scholar, the humanitarian. Everyone knows that "Russia has a future," and nearly every one is speculating as to what that future will be. Sir Donald Wallace refuses to speculate. With all his knowledge of the past and of the present, he says that he cannot see a day ahead into the future of that mysterious, echoing, dark society.

It was my fortune a dozen years ago to travel for several months in Italy with Russians who belonged to the imperial household. My wife became very well acquainted with two of the ladies of the party, one of them a princess of the blood royal. There was one tremendous and terrible impression left upon us by this lady and by her mother, an impression deepened by a correspondence continued until recently. This impression was of the dark, ubiquitous activity of the Czar, of any czar. We Americans at times indulge ourselves in notions of the immense power of some of our countrymen. But no Morgan-Carnegie-Armour-Roosevelt-Crocker-Clark-Pulitzer-Frankenstein that by any possibility or might create out of any seven or any seven hundred of our ablest and most powerful men would have any influence upon the individual American mind or upon American public opinion comparable with the actual fear of Emperor Nicholas felt by practically all his subjects. Our author explains why this is the case.

To all persons who are interested in Russia, who desire to form an intelligent opinion on any important matter, for example, the Douma, who desire to know why Russia succumbed to Japan in war but overcame her in diplomacy, this exceptionally competent work, the masterpiece of observation, and of historical criticism, may well be commended.

Two of my personal friends recently returned from Russia, where one of them had held for several years a very important post in the imperial census bureau. Their opinion is precisely that of this distinguished writer—"Russia will be worse before she can be better." Meantime, it is far better to study the earthquake and the volcano at a safe distance. To one of these friends, a Russian Grand Duke, when presenting a solid gold cigarette case curiously graven and a brand new ikon, said: "We get you here and when you are actually here we pay you a half, a quarter what we promised. But we lie to each other so. And now the foreigners must come no more. We must settle our troubles by ourselves."

Did the Portsmouth peace delay that domestic settlement, postpone the day of social justice in Russia, set back the Russian clock? Unquestionably. For Russia, the interference of Roosevelt was a misfortune. As for Japan that is another matter. To me it seems that Japan would have lost in the end, had she won a diplomatic victory. That victory restored the pride of the Russian bureaucracy, placed the halo once more about the head of the Emperor, tightened the grip of every official upon the poor of the land, and set the teeth of every Socialist and every Nihilist more resolutely toward the day of final rage.

Russia by Wallace is a very entertaining and profitable book to sit down with to read with one's family of a rainy evening, with an atlas at hand. WILLIAM E. CHANCELLOR.

*RUSSIA. Large 8vo; 672 pp.; 1905; Frontispiece; Index. Henry Holt & Co., New York.

Scrofula in the blood shows itself sooner or later in swellings, sores eruptions. But Hood's sarsaparilla completely cures it.

BUILDERS OF OUR NATION, by Alma Holman Burton, author of the *New Era United States History* and other historical works.—There is much material in history that is of the highest interest to even young children if it is presented in the right way. Biography is what appeals to them. This author has chosen a promising field—American history, colonial, revolutionary, and national—and has presented the matter in a simple way, so as to engage the attention of children of ten or twelve years. The evolution of our nation is traced. The subtle forces that prepared the way for Columbus are shown in the sketches of Marco Polo and Prince Henry the Navigator. The subsequent history is detailed thru the sketches of Columbus, De Soto, Drake, John Smith, Miles Standish, Peter Stuyvesant, La Salle, Penn, Pitt, Washington, Jackson, Webster, Lincoln, Morse, and McKinley. The opening sketch of Hiawatha with selections from Longfellow's poem is one of the best in the book. The well-chosen topics, the excellent presentations, the many maps and illustrations, and the large print, make this an excellent book for the use of young pupils. It is intended to introduce them to the study of the "New Era United States History." (Eaton & Co., Chicago and New York.)

AN AMERICAN GIRL IN KOREA, by Annie M. Barnes, is a narrative of a trip by the children of a missionary in one of the strangest countries on earth. The queer people and sights are described and the adventures of the party are related in such an interesting way that the reader almost feels that he had been to the Hermit Kingdom himself. The book is valuable for the interest it arouses in a people that have hitherto been almost an enigma to the western world. It is nicely illustrated. (The Penn Publishing Company, Philadelphia. Price, \$1.25.)

Annie Fellows Johnston is one of our few living writers who are able to write stories for girls that girls really enjoy. The *Little Colonel* is becoming almost as much a standby with growing girls as the four *Marches*, *Dotty Dimple* and *Katy*, of "What Katy Did."

The girls are always ready to find out what the *Little Colonel* did next, so their Christmas stockings will not be quite complete unless in the toe of each, or on the floor beside it, is a copy of *THE LITTLE COLONEL'S CHRISTMAS VACATION*. The heroine is a healthy, natural, lifelike girl, the kind of girl the young readers want to be, and they will welcome this the latest *Little Colonel* book. (L. C. Page & Co., Boston.)

SANT-CECELIA OF THE COURT, by Labeila R. Hess.—In this story is found the rare combination of rapid action, dramatic situation, and great tenderness. St. Cecelia is the nickname for a little red-haired girl, whose temper is hardly in accord with it, but who eventually rises superior to "the Court" in downtown New York where she lives. The story shows the many sides of life in the great city, the tenements, the hospitals, the saloons, and the good that lives there and will not die. (Fleming H. Revell Company, New York. Price, \$1.25.)

DUNCAN POLITE, THE WATCHMAN OF GLENORO, is a story in which Marion Keith gives a picture of Canadian life. In this book concerning village life is combined the hardness of the North and the warmth of the South. The real Canadian character is described, which, in the minds and hearts of those who know them best, reflects the essence of all that is best and ennobling in the Anglo-Saxon. Duncan Polite, who gives the title to the book, is a character worthy of study. More than fifty years before, old Donald McDonald, his father, had cut down the first tree on the Oro banks. There in that time of incredible hardships, he knelt one day by an old mossy stone on the edge of the valley and, Jacob-like, made a covenant with the Lord, that if he would be with him and give him a home for his children in the wilderness, they would pledge themselves to make it a place of righteousness, as pure and lovely as they had received it from Nature's hand. Duncan carried out this pledge in the spirit in which it was made; he vowed to make the little glen the center of all good influences. How he carried out his pledge is related in this fascinating story, which has an unusually religious atmosphere. (Fleming H. Revell Company, New York. Price, \$1.50.)

The Century Company will publish this fall James E. Farmer's *VERSAILLES AND THE COURT UNDER LOUIS XIV.* The volume will be a royal octavo, bound in light blue cloth, and will have seventy-two full-page illustrations in tint, reproductions from photographs and of famous pictures. Mr. Farmer has been a close student of French history and has spent much time at Versailles and Paris, gathering material for this work.

THE CHIMES, by Charles Dickens, will be one of the Century Company's new "Thumb-nails" this fall. That Blanche McManus Mansfield has designed the cover is sufficient assurance that the form will be all that could be desired. The frontispiece by Relyea, will be printed in green.

A LEVANTINE LOG BOOK is the title of a new book by Jerome Hart, to be brought out immediately by Longmans, Green & Co. It comprises the description of a stay of two seasons in the Levant, during which time Mr. Hart took many photographs which have been reproduced for the book.

Some of the best stories of American history have been published in *St. Nicholas*. But tho this magazine is sold in bound volumes every year, there are many children who fail to see the past numbers. The gratitude of the young folks, and especially of their teachers, is due, therefore, to the publishers for gathering together in book form the best of these historic stories. The five volumes, *INDIAN STORIES*, *COLONIAL STORIES*, *REVOLUTIONARY STORIES*, *CIVIL WAR STORIES*, and *OUR HOLIDAYS*, form a real treasure house to the teacher of American history.

The most of the text-books on our history seem to the average child so stupid that they come to have a distaste for study of our magnificent history that they never overcome. Even a teacher of history in a New York city high school was heard to remark, not long since, that she was thankful that she did not have to teach a bit of American history. These five volumes will overcome the difficulty in making our magnificent history interesting. The stories are told by our best writers for young people such as Elbridge Brooks, Ezekiah Butterworth, Mrs. Burton Harrison, Theodore Roosevelt, Nora Perry, Sarah Pritchard, Thomas Wentworth Higginson, and H. E. Scudder. No school library can be complete without these books, and they belong in every school-room where United States history is one of the studies. The print is large, all the books are beautifully illustrated, and they are strongly bound in cloth. As each volume costs but 65 cents, a Christmas present of all five would not mean very large expense. (The Century Co., New York.)

Some time ago *St. Nicholas* published a story translated from the Japanese, called *KIBUN DAIZON*. It was the story of a merchant who lived in the eighteenth century, and one of the heroes of Japan. The author, Gensai Murai, is a popular writer. He was at one time a student of the Waseda school, founded by the leader of the progressive party in Japan, and there he studied English literature as well as Japanese. Several of his novels went thru several editions in two years. The story of *KIBUN DAIZON* will interest especially boys of from ten to fourteen years of age. The young hero begins his work in life by killing a dangerous shark. How he did it, and what happened to him afterwards the story itself must tell. (The Century Co., New York.)

A LITTLE GARDEN CALENDAR is designed for boys and girls, and we are glad of it. In urging our youth to study nature we must provide steps for them, as in arithmetic. Now, the garden is the first place where the parents take hold of nature, and it is therefore to be considered as Nature's primary school. Mr. Albert Bigelow Paine, the author, has aimed in this book to call attention to the more curious things in plants, and thus induce observation. He has made a really interesting book; we cannot think of a child's reading it and not wanting to investigate the matters described; it is a book for the library of primary schools as well as for the family. There are twelve chapters—one for each month—and 46 appropriate illustrations. It ought to be popular with teachers. (Henry Altemus Company.)

DOLLY'S DOUBLE by Ethel Wood, published by the Lothrop Company, is an amusing story of the errors and accidents peculiar to the lives of twins. Unselfish kindness permeates the behavior of the children, but there is no moralizing in the book. The eight pictures and the cover design are by Miss Bertha G. Davidson.

Old-Fashioned Fare.

HOT BISCUITS, GRIDDLE CAKES, PIES, AND PUDDINGS.

The food that made the fathers strong is sometimes unfit for the children under the new conditions that our changing civilization is constantly bringing in. One of Mr. Bryan's neighbors in the great state of Nebraska writes:

"I was raised in the South, where hot biscuits, griddle-cakes, pies, and puddings are eaten at almost every meal, and by the time I located in Nebraska I found myself a sufferer from indigestion and its attendant ills—distress and pains after meals, an almost constant headache, dull, heavy sleepiness by day and sleeplessness at night, loss of flesh, impaired memory, etc., etc.

"I was rapidly becoming incapacitated for business, when a valued friend suggested a change in my diet, the abandonment of heavy, rich stuff and the use of Grape-Nuts food. I followed the good advice and shall always be thankful that I did so.

"Whatever may be the experience of others, the beneficial effects of the change were apparent in my case almost immediately. My stomach, which had rejected other food for so long, took to Grape-Nuts most kindly; in a day or two my headache was gone, I began to sleep healthfully and before a week was out the scales showed that my lost weight was coming back. My memory was restored with the renewed vigor that I felt in body and mind. For three years now Grape-Nuts food has kept me in prime condition, and I propose it shall for the rest of my days.

"And by the way, my 2½ year old baby is as fond of Grape-Nuts as I am, always insists on having it. It keeps her as healthy and hearty as they make them." Name given by Postum Co., Battle Creek, Mich. There's a reason.

Read the little book "The Road to Wellville" in pkgs.

The Educational Outlook.

Supt. E. G. Cooley, of the Chicago public schools, received the degree of LL.D. during the recent installation exercises at the Illinois state university.

The Metasville, Ga., school won the \$25.00 prize offered by the Georgia school improvement club to the school showing the greatest improvement between December, 1904, and August, 1905. C. V. Asbury is the teacher.

The committee on civic health and beauty of the Ladies' Literary Club of Grand Rapids, Mich., was so well pleased at the result of the recent flower exhibition in the public schools that it has decided to reward the students with a gift of 500 bulbs imported direct from Holland.

The following persons have been elected officers of the Cook county (Ill.) Teachers' Association for the ensuing year: Miss Mary Gillespie of Winnetka, president; W. A. Ferguson, Oak Park, vice-president; J. H. Heil, Morgan Park, secretary.

Supt. O. J. Kern, of Winnebago county, Ill., is in the East on a lecturing tour. He is to speak, among other places, at the New Hampshire State Association, the Massachusetts Schoolmasters' club, and several Massachusetts normal schools.

Prof. A. L. Brewer has been elected superintendent of schools at Tallapoosa, Ga.

Prof. J. M. Pound has resigned from the presidency of the state institution in Gainesville, Fla., and has accepted the chair of pedagogy in the Georgia Normal and Industrial college, at Milledgeville.

Natick, Mass., has one high school teacher to every 900 of population.

Clark university offers three courses of educational lectures to be given at Worcester on Saturday afternoons thruout the school year. This will be a great opportunity for the teachers of that vicinity.

The first district of Herkimer county was one of the twenty counties in New York state to receive a gold medal for the best rural school exhibit at the St. Louis Exposition.

Among the educators who addressed the New England High School Teachers' Association, held in Lowell, Mass., early in October, were the following: Supt. Arthur W. Whitcomb, of the Lowell public schools; Prin. Cyrus W. Irish, of the Lowell high school, and Stratton D. Brooks, supervisor of public schools, Boston.

A few weeks ago the boys of Mr. Sargent's American Travel School sailed from San Francisco for Yokohama. Not more than ten boys are taken on these tours, at a cost of about \$2,200 each. This year the itinerary includes the Hawaiian islands, Japan, China, the Straits Settlements, Ceylon, India, Arabia, Egypt, Greece, Italy, Sicily, the Riviera, Spain, and Morocco. In addition to keeping a diary and having ordinary school work, each boy will have lessons from native tutors wherever the party stops.

Principal Derrick, of the Morris, N. Y., high school, has passed the examination as instructor in the Auburn prison. He received the appointment over sixty-four contestants.

Friends of education in the vicinity of Tocco, Ga., are advocating the establishment of an industrial school at that place.

Among those who appeared on the program at the meeting of the Southeastern Ohio Teachers' Association, at Wellston, Oct. 27 and 28, were Dr. W. S. Hoy, of Wellston; Supt. J. E. Kinnison, of Jack-

son; Prof. A. B. Graham, of Ohio State University; Dr. W. L. Bryan, Bloomington, Ind.; Miss Lelia E. Patridge, Laurel Springs, N. J.; Henry G. Williams, State Normal college, Athens; and Dr. C. C. Miller, Lima.

Supt. Otis Ashmore, of the Savannah, Ga., public schools, recently investigated the manual training department of P. S. 48, New York city. He expects to increase the enthusiasm for manual training in his schools when he returns.

Dr. Charles W. Super, of Ohio university, has been elected to membership in the Atlantic Union. This organization has headquarters in London. Its object is to draw together the various English-speaking people, and to strengthen the bond of union by the formation of ties of personal friendship among individual members. The council is composed of nearly one hundred men of prominence in all departments of intellectual and ecclesiastical activity.

Growth of City School System.

Tables compiled by Dr. W. T. Harris, United States commissioner of education, show that there are 587 city school systems in the United States, with a total enrolment of 4,274,071 and an average daily attendance of 3,252,257. The average length of the school term is 187.3 days. In the private and parochial schools there are 968,002 pupils enrolled.

It is interesting to note that there are 5,379 supervising officers in these systems, of whom 2,663 are men and 2,716 women, while of the 94,136 teachers 86,856 are women and 7,280 men. The cities have provided 9,853 buildings, with 4,095,447 sittings, and the school property is valued at \$380,437,679. The total expenditures for school purposes are \$122,353,007, of which \$70,252,274 is for tuition.

Unnatural Condition in School.

Dr. Felix Adler, head of the ethical culture movement in the United States, was the chief speaker at a recent dinner given by the Schoolmasters' Club of New York city. Dr. Adler's subject was "The Effect of City Government on the Educational Problems."

In referring to the conditions with which the educator has to contend in the schools, especially in New York city, Dr. Adler said: "There are three conditions that predominate in our schools to-day—excitement, precocity, and vulgarity. The first condition is due to the pace at which we travel in this twentieth century. It is an age of rapidity; we live under a constant strain. It is little wonder that our children catch the fever of the excitement of modern existence when we adults are so plainly affected by it. The child of to-day is too strenuous."

"Vulgarity in the school life is one of the serious problems the principal has to consider. Vulgarity is a cheapening of one's self. Its presence in our public school system is due largely to the democratic ideas that prevail here."

"We cannot expect pupils to rise when the principal enters the room, as they do when the master enters the class-room in the schools on the continent. Still, something should be done to instill in the pupil's mind a sense of reverence for his instructors. The pupil of to-day considers himself the equal of his teacher and that is wrong. Intellectualty should command respect."

"There should be greater fraternity between the teachers in our schools than there is. Harmony is one of the greatest essentials to successful school training. Take in the home, for example. The bringing-up of a child is not dependent upon the personality of its mother or father, but upon their mutual relations.

A child is quick to perceive any lack of congeniality between his parents and the pupil quick to perceive any friction between the teachers in school."

Dr. Adler's remarks were listened to with great interest by the principals. Many of them testified that they found the conditions mentioned by the speaker exactly as described.

Troy Advancing.

The school authorities of Troy, N. Y., recently passed the following resolutions regarding the appointment of teachers in the public schools of that city:

Resolved, That on and after Oct. 1, 1905, applicants for positions as teachers in the elementary schools of the city of Troy, must possess the following qualifications, viz: A. Graduation from the training school or an institution for the professional training of teachers of equal or higher grade. B. Graduation from the Troy high school or from some institution of equal or higher grade. C. A standing of at least 70 per cent. in an examination in the history and principles of education, in the methods of teaching, and in school management. Such examination to be given by a board of examiners appointed by this board and to be both oral and written.

Resolved, That on and after Oct. 1, 1905, applicants for positions as teachers in the Troy high school must possess the following qualifications: A. Graduation from a college or university, or successful experience in teaching academic subjects. B. A standing of at least 70 per cent. in an examination which shall include English and the special subject the applicant desires to teach.

Reject Rockefeller Gifts.

The Democrats and Populists of Nebraska have turned against Chancellor E. Benjamin Andrews of the state university, because he has accepted a gift of \$66,000 from John D. Rockefeller. This promises to be the political issue in the coming elections in that state. The Democratic candidates for regents of the university believe that this donation is a detriment and a harm to the state university. They declare that if elected they will use all their influence to force the return of Mr. Rockefeller's donation, as well as to force Chancellor Andrews to leave the university or to resign from the educational board, which is distributing the \$10,000,000 which the philanthropist gave to the educational institutions of the country.

Obituary.

S. T. Merrill, a well-known educator of Wisconsin, died in Beloit on Oct. 23, aged eighty-three years. Mr. Merrill was one of the first teachers in Beloit college. Thruout his long life he was actively engaged in education.

Prof. Robert F. Pennell, formerly professor of Latin at Phillips Exeter academy, died in San Francisco, Oct. 29. Mr. Pennell was born in 1850, and was graduated from Harvard in 1871, after a preparatory course at Exeter academy. Immediately after graduation he was appointed instructor at Exeter, and in 1875 was promoted to the chair of Latin. While at the academy he assisted in editing several educational books and was himself the author of histories of Greece and Rome, besides text-books on the Latin language. Since his departure from Exeter in 1882 Professor Pennell has resided in the far West, where he has filled several responsible posts as a teacher.

George Hofman, a pioneer resident of Chicago and a prominent school director in the early days of the city, died Oct. 27. He was eighty-one years of age and was born in Germany.

Educational Meetings.

Western Minnesota Teachers Association.

The Western Minnesota Teachers' Association held its fifth annual session in the court house at Granite Falls, Minn., Oct. 20 and 21, 1905. It was a genuine teachers' meeting in every sense of the word. No time was given to long discussions, which sometimes prove tiresome, tho full of good things. The papers were concise and well prepared and the discussions were short, snappy and instructive.

The meeting was called to order promptly. The teachers were warmly welcomed by Mr. J. P. Smith, who spoke on behalf of the citizens of Granite Falls. Mr. Smith talked for a few minutes of the importance of the teachers' work; he assured them of the deep interest that the people of Granite Falls take in all educational work and invited the association to continue to appoint this as the place for holding its meetings.

Supt. W. F. Dobbyn, of Kandiyohi county, gave a fitting response, after which the president of the association, Martin L. Pratt, gave a short address full of points of interest. He alluded to the fact that teachers' salaries have materially increased during the last decade, but said that a further increase is necessary and is sure to come. He encouraged the teachers to become professional and so be prepared to assume the best positions offered, advising them that this is the way to advance the schools, and reminding them that an advance in salary alone is not sufficient, but that the teacher also must advance.

A paper on "Aims and Methods of English Instruction in Elementary and High Schools" proved especially interesting, and occasioned a lively discussion. It seemed to be the consensus of opinion that the results obtained in teaching English have thus far been unsatisfactory. Too much attention has been given to technical points, the teacher often laboring to correct a slight error in grammar or pronunciation instead of trying to awaken thought, which should be the aim of all teaching. Let the pupil express his thoughts spontaneously and his language will be clear and concise if it is not always grammatical. Force and elegance of expression will come incidentally as a result of culture, and the process must necessarily be slow, and is always secondary to the important idea of awakening thought in the individual pupil.

The matter of discipline was given some attention and it was generally agreed that kindness and patience on the part of the teacher would win in most cases, but punishments are sometimes necessary, and the teacher should not hesitate to resort to corporal punishment when it seems absolutely necessary.

During the session District Judge Gorham Powers spoke to the teachers of the laws which relate principally to the schools, and pointed out the need of certain new laws, which if enacted would materially aid in furthering the cause of education. He alluded to the propriety of holding the meeting in the court house, and said that schools and courts are working toward the same end, to bring justice to all, and it is a well-known fact that as people become better educated the commission of crime becomes less frequent, with the possible exception of forgery, which it requires a certain amount of education to commit at all.

Hon. Geo. B. Aiton, state inspector of high schools, talked to the teachers about industrial education. He pointed out that there are too many students in the professions, and not enough learning industrial work. He reminded the teachers of the fact, so often lost sight of, that work is honorable, and that when we fit boys

and girls to earn an honest living we are making good citizens of them. "The laborer in the shop or on the farm," he said, "is the equal of a prince, and the woman who can properly attend to household duties is the peer of any lady in the world. Our schools should fit boys and girls to earn their living, so that when they are thrown upon their own resources they will be equal to the emergency. There is much greater need of industrial education in cities than in rural communities."

The principal lecture during the session was delivered by Dr. Geo. F. James, of the University of Minnesota, who took as his subject, "Some Lessons from the Japanese." Among other things, he drew a comparison between our educational system and that of Japan. He stated that Japan had copied our system thirty-five years ago; but so diligent are the Japanese in everything that they undertake that they have already gone beyond us in some things, and put into practice many of the reforms that we are still agitating. Thruout his lecture one could detect the plea for industrial education, which seems to be taking such a strong hold everywhere. Dr. James is a pleasing speaker and full of enthusiasm. His lecture was well received and could not fail to prove beneficial to all who had the pleasure of listening to him.

The sessions were enlivened by choice selections of vocal and instrumental music, which showed both talent and training on the part of those who participated.

Frequent intermissions were given, to enable teachers to speak personally with each other, of various questions which arose as a result of the discussion.

At the business session, Supt. John L. Silvernale, of Olivia, was elected president, and Supt. G. H. Sanberg, of Bird Island, secretary, for the ensuing year. Among resolutions adopted by the association was one favoring industrial education, as it had been presented before the association.

MARTIN L. PRATT.

Granite Falls, Minn.

History Teachers.

At the recent meeting of the New England History Teachers' Association held in Boston, the members devoted considerable time to the discussion of the problems involved in teaching civics in the public schools. About a year ago a committee was appointed by the association to consider and report on a syllabus in civics. The report was presented by Prof. Lawrence B. Evans of Tufts college, who said that the committee had not attempted to make a comprehensive survey of the present practice of teaching civics, but it had gone far enough to discover that the only unanimity existing was on the point that no special previous training or knowledge was required of the teacher. The committee thought that the scope of a course in civics should deal with actual government,—the facts in the case: with the development of government—the historical aspects of the topic; with the governmental theory and principles; and perhaps with the ethics of government.

Professor Evans thought that civics should be taught in the grammar school. The purpose of teaching civics, he said, is to create intelligent citizenship as a force of law and order, and many children do not attend school beyond the grammar grade. Few grammar schools teach civics at the present time because of a lack of text-books.

The committee was not able to present any definite conclusions in regard to the method of teaching civics. At the present time two methods are employed, the laboratory and historical. By the laboratory

method the study begins with the government of the community in which the school is located, and proceeds from the known to the unknown by way of the library. The second method is purely theoretical, gleaning all information from books. The committee could not decide whether it should adopt one of these methods to the exclusion of the other, or whether an attempt should be made to combine the two.

In opening the discussion on the report of the committee, Dr. John Haynes, of the Dorchester high school, called attention to the need of training pupils to become good citizens. The direct training toward this object was defective in our schools at the present time. Any outline which was adopted should include a thoro course in economics. If a year is to be given to civics as a whole, part of the time should be devoted to economics.

Dr. Haynes further contended that civil government teachers are apt to over-emphasize the historical aspects of the subject. Civics should, in his opinion, be taught in the grammar school not only because it is wise to begin early, but for the sake of the pupils who must be reached there if at all. The speaker approved the laboratory method of teaching, if the local and state governments were emphasized. He said that if there was an adequate course in the grammar school, he would defer the high school course until the third and fourth years.

In concluding his remarks the speaker said that civics should not be made an appendage of United States history, for it is not a matter of secondary importance. A boy who must choose between civics and history should take civics. It should be given as much time in the high school curriculum as history. If the two must be taught together they should be given for two years, so that each might be adequately taught. In outlining a course in civics by the laboratory method frequent cross-references to United States history should be included. State should be frequently compared with state, and country with country.

Albert P. Walker, of the Boston normal school, also took part in the discussion. Professor Walker contended that civics should be taught orally in the grammar school. He was not, however, in favor of a formal, elaborate course for the high school. The best results, to his mind, would be attained by making civics at every stage the handmaid of history, vivifying civics by stopping every little while in the study of history to call attention to its civic aspects. He did not favor the historical method of teaching.

Eastern Manitoba Convention.

The recent convention of the Educational workers of Manitoba, Can., was one of the most successful in its history. It was held in Winnipeg, where a large number of prominent educational speakers had come together to offer inspiration and arouse enthusiasm for secondary education in that section of Canada.

Professor Magill of Dalhousie university, gave the same address, "Education and Personality," that he presented before the Western Teachers' Association. The address of Prin. George Young, of Portage la Prairie Collegiate Institute, on the "Mistakes of Teachers," aroused heated discussion. Mr. Young declared that the teachers of Canada did not have enough voice in educational matters. Many people, he said, believe that the teachers are waxy, easy to handle; that they are honest, goody-goody sort of folks, lacking determination and perseverance outside of the school-room. Every year many efficient teachers were leaving the profession and those who remained were dissatisfied. "Why not," continued Mr. Young, "when they see that we are mere machines of superin-

tendents, school boards, and the educational department? I believe in democracy, in local self-government, yet we in our profession have no way of influencing the selection of studies, the choice of textbooks, and we surely should be the ones to know which are best. We are dumb as a criminal in a court, before the educational authorities. No wonder we are called a ragtail profession."

In closing, Mr. Young advocated the formation of a teachers' council to meet with the inspectors, the advisory board, the university council, and the educational department.

In the warm discussion which followed Mr. Young's remarks, Prin. W. A. McIntyre, of the normal school, took exception to the idea that the teachers made such grave mistakes. These had been magnified. The great mass of teachers were doing their level best. Many of their excellencies were overlooked.

Professor Magill supplemented his first address by a lecture on "Education and National Prosperity." "Does it pay a country," he asked, "to invest largely in educational matters?" In answer to his question he pointed to the United States as a nation of unbounded prosperity and the country with which Canada would have to compete in the near future in the markets of the world. The best thing about the people of the United States, he declared, was their almost universal belief in the necessity of education as essential to their national prosperity. It was a notable fact that the United States was the only civilized country in the world that spent more money on education than upon the army and navy combined. There was also the further fact that American parents desired and demanded the best possible education for their children. One of the most striking features about education in the United States, Professor Magill continued, was the support accorded it by the various captains of industry, men who gave millions of dollars for its advancement. There were also large firms who insisted on having apprentices with a university training, and others who would not even take an office boy unless he had received a high school education.

In some parts of Canada, said the speaker in closing, teaching is regarded as something a man need not undertake, in which he could not make a decent living. Even in Ontario, which prided itself on leading in education, the percentage of men in the normal schools was something like three. If the teaching profession continued to be regarded as it is to-day, the death-knell of education would be sounded in this or any country. The fact remained that teaching in Canada was neither recognized nor paid as a profession, and of the sixteen Canadian universities registered in 1902 hardly one professed to do anything for education as a subject or for teaching as a profession. There is a great future before Canada. Now is the opportunity for the country to prepare for that future by laying deep and strong foundations. Chief among these is an educational system.

The Upper Peninsula.

The Upper Peninsula, Mich., Educational Association meeting, Oct. 26, to 28, at Houghton, was a great success. Among the educators on the program were the following: State Supt. P. H. Kelley, "The Aims of Education"; Prof. John E. Lantner, Northern state normal school, "American Materialism, Its Benefits and Its Dangers"; Prof. F. A. Barbour, Michigan state normal college, "How to Teach Literature"; Supt. E. E. Ferguson, Sault Ste. Marie, "Arithmetical Topics, Reviewed and Revised"; Supt. C. N. Kendall, Indianapolis, "Geography"; Dr. John B. Faught, Northern

state normal, "Arithmetic, The Teacher's Preparation"; Supt. E. H. Comstock, Houghton, "Arithmetic as Taught in Public Schools"; Prin. C. W. Avery, manual training school, Ishpeming, "How to Interest the Students and Patrons in the Manual Training School," and Supt. F. D. Davis, Escanaba, "The Use and Abuse of Athletics in Our High Schools." This is only a few of the long list of speakers and excellent subjects discussed at the meeting, but it will give a fair idea of the scope of the program and its quality.

Kansas Association.

The forty-third annual meeting of the Kansas State Teachers' Association, at Topeka, Dec. 26-28, promises to be of unusual interest to teachers of the state. The executive committee asks the co-operation of every teacher in Kansas, in an effort to make this the most attractive and profitable session possible.

The committee is in correspondence with the officers of the Associations of Colorado and Missouri, and hopes, by co-operating with these states, to induce some of the really great men of the nation to appear before the meeting. A letter from Governor LaFollette indicates that he may be available for one lecture; Supt. O. J. Kern, of Rockford, Ill., will give an afternoon illustrated lecture on Rural School Problems; foreign languages will be given prominence in the college and high school department; some of the subjects to be discussed in the primary department are: Music in the Primary Grades; Literature in the Primary Grades; The Essentials of Primary Arithmetic; Social Development and Education of Children; Play Period—Games; Importance of Hand Work; Influence of the First Year in School; What Constitutes a Good Primary Teacher.

Massachusetts Schoolmasters.

The Massachusetts Schoolmasters' club held its annual dinner at the Hotel Brunswick on Oct. 28. The guest of honor was Hon. Andrew S. Draper, New York Commissioner of Education. At the business meeting, following the dinner, Dr. Draper led the discussion on the topic of the day, "The Pensioning of Teachers." The club has an active and honorary membership of 315. Those on the waiting list number thirty-nine.

Interlake Council Meeting.

On Oct. 28 the Interlake Council of Schoolmen met in Corning, N. Y. Among the speakers was Assistant Commissioner of Education E. J. Goodwin. The chief topic under consideration was the new academic course of study and syllabus.

Northeastern Wisconsin.

The speakers on the program of the Northeastern Wisconsin Teachers' Association held at Stevens Point, Oct. 13-14, included: Prof. Geo. E. Vincent, Chicago university; Dr. U. O. B. Wingate, Milwaukee; State Supt. Charles P. Cary, Madison; L. W. Wood, normal school inspector, Neillsville; and Prof. F. N. Spindler, Normal college, Stevens Point.

Northern Michigan.

Many interesting and suggestive topics were discussed at the annual meeting of the Northern Michigan Teachers' Association at Manistee, Oct. 27-28. Among the subjects presented were the following: "What Grade Geography Needs Most," Prof. R. D. Calkins, Mt. Pleasant; "Professional Ethics," Supt. G. A. McGee, Cadillac; "Manual Training Without a Supervisor for the Grades,"

Miss Bertha Schenck, supervisor manual training, Ludington; "Manual Training, Its History and Growth in the United States," Prof. George Waite, supervisor of manual training, Kalamazoo; "The Scope and Value of Education," Prof. S. B. Laird, Michigan State Normal college.

Are Children Studying Too Many Hours?

The following letter from a New York pastor recently appeared in the *Outlook*. Its chief interest lies in the fact that the information was obtained first-hand from parents of school children:

In the recent editorial in which the *Outlook* defends the additions of late years to our school curriculum it seems to me that one of the important causes of dissatisfaction with the present state of affairs has been neglected. As I find it—and I am an outsider visiting homes as a pastor—it is not simply the "fads and frills" of recent years to which parents are objecting. These are recognized as worthy, and their value is usually heartily appreciated. But when so much work is set before the pupil that he cannot possibly get thru with it within school hours, but must take it home to work on it during the evening, then it is felt that something is wrong.

"Twenty years ago" we did not study so many subjects, it is true. Nature study and cooking and manual training and music, etc., etc., were unknown to us. But in those sad days of ignorance, "twenty years ago," we were able, the most of us, when the gong struck at half-past three, to shove our books and our troubles into our desks and leave them there to take care of themselves till morning. We could go out to play till sundown and do what we pleased at home till bedtime, with no ghost of "lessons" rising up to trouble us. And when bedtime came we were ready for sleep, and slept as healthy children should. All children, of course, did not do this, but the system permitted it. We were not required to work at home.

To-day the school stretches out its hand and clutches even these evening hours as a matter of course. The child comes home with the bundle of books, and the conscientious child of twelve and fourteen will be found working up to nine and even ten o'clock, and then goes to bed hot of head, worried, and nervously tired out.

This we don't like. If an eight-hour day is enough for a healthy mechanic, five hours and a half is enough for a growing child. After school hours a child should be free all the rest of the day. Such crowding only invites nervous breakdowns. Better the three R's and contentment therewith than a wealth of learning with strife in the whole nervous system.

Now, the present system seems to require just this. In adding to the things to learn you must add to the hours of study. The prescribed course cannot be completed without work at home. So, the teachers regret it as they see precocious children suffering under the strain, and parents protest, the inexorable "regents" demand their full due. The child must fit the bed prepared for it.

I am not in this saying that these modern improvements should be done away. Perhaps the three R's can better be spared. I am simply saying what it seems to me the educators ought to recognize: the limitations of time require abbreviation in the study. "Fads and frills" as the latest addition, therefore, have to bear the brunt of the complaint—not because they are not good, but because they are a last straw.

ARTHUR C. BALDWIN.
Ballston Spa, New York

The Greater New York.

The women principals are endeavoring to retain the interest of former pupils in the schools by establishing reunion days. The plan is to invite the graduates to visit their old schools at least three times during the year, when they will be welcomed and entertained by the teachers. The movement has been started by the Women Principals' Association, and it is hoped that the idea will spread throughout the entire school system. The first reunion day was observed on Nov. 3. The remaining days are the first Fridays of February and May.

At a recent meeting of the Interborough Council, the central organization of the borough teachers' associations, the following officers were elected: Lyman A. Best, president; Miss Katherine D. Blake, vice-president; Esle F. Randolph, principal of P. S. No. 8, Richmond, secretary, and James J. Sheppard, principal of the High School of Commerce, treasurer.

At its regular meeting in November, the Bronx Teachers' Association will discuss the meaning of the new pension law. From the complaints of teachers it seems that they do not fully understand the provisions of the law.

At a recent meeting the Brooklyn Women Principals' Association elected the following officers for the new year: Pres., Miss Honor E. Quinn, P. S. 63; Vice-pres., Miss Eleanor E. Elliott, P. S. 57; Rec. Sec., Miss Emily G. Bridgman, P. S. 111; Cor. Sec., Miss Fannie Irvine, P. S. 68; Treas. Miss Emily C. Powers, P. S. 67; Chairman Executive Committee, Miss Augusta D. Moore, P. S. 24; Chairman Membership Committee, Mrs. Annie B. Moriarity, P. S. 86.

The Brooklyn Principals' Association held its annual dinner Oct. 28, at the University Club. The guests of honor were the Rev. Theodore L. Cuyler, Dr. F. D. Boynton, superintendent of schools at Ithaca, N. Y., and William French, president of the State Teachers' Association.

The fall meeting of the Alumni Association of the New York Training School for Teachers was held on Nov. 4. Miss Anita M. Earl gave an interesting talk on "Weaving." The officers of the association are: Milo F. McDonald, president; Miss Dorothy Bocker and George Murphy, secretaries; J. Hornstein, vice-president, and Leo Kearney, treasurer.

The Kean Association of the Brooklyn training school for teachers is planning to raise a fund for assisting students to complete their course in the training school should such need arise. The assistance will be in the form of a loan.

The property now occupied by Miss Ely's School for Girls, on Riverside Drive, has been sold. When her lease expires, in July, Miss Ely will move the school to Greenwich, Conn., where she is now erecting a building of her own.

The authorities of City college hope that they will be able to have the old building on Twenty-third street vacated and have the new quarters on St. Nicholas avenue occupied by the first of the year. The old building will probably be turned over to the board of education. The suggestion has been made that it

Frederick S. Oliver, of Ballard, Cal., writes: Antikamnia tablets have done grand service in alleviating women's pains. Shall take much pleasure in recommending them in various nerve and inflammatory pains. Druggists sell them, usually charging twenty-five cents a dozen. Camping and outing parties will do wisely by including a few dozens in the medical outfit.

could be used profitably for the girls' technical high school, which is hampered for lack of room.

Dr. Herman Harrell Horne, of Dartmouth college, will address the High School Teachers' Association on Saturday morning, Nov. 11, at the High School of Commerce, Sixty-fifth street and Broadway. Dr. Horne's subject will be "Altruistic Education."

The sale of seats for the series of lectures given by Mr. Burton Holmes in Chicago indicates that this will be the most successful season this popular lecturer has ever had in that city.

The married teachers of New York city who have failed to receive appointments have determined to take the matter to the courts.

One of the by-laws provides that "no married woman shall be appointed unless her husband is incapacitated to earn a livelihood, or has continuously abandoned her for not less than three years prior to the date of appointment." Legal authorities advise the bringing of a suit to compel the board of education to ratify the nominations of married teachers already made by the board of superintendents.

Miss Mary D. Lee, of New Rochelle, has been appointed first assistant in the Children's Museum of Brooklyn. Miss Lee is a graduate of Barnard and Teachers' colleges, where she specialized in physics and chemistry. Her work at the Museum will include popular lectures on these subjects.

Dr. Strayer, of Teachers college will conduct a course in method this winter at Mechanics' Institute, 16 West Forty-fourth st. The course is especially suited to the needs of those intending to take the examination for advanced standing or elementary school principal. The aim as outlined by Dr. Strayer is the formulation of a scientific method of the recitation and the application of the principles of method to the subjects commonly taught in primary and grammar schools. Any who desire are requested to register with the director of extension teaching, Columbia university, or with Dr. Strayer.

At a recent meeting of the Teachers' Association of the borough of Queens, Pres. Woodrow Wilson of Princeton university addressed the members on "The University and the School." In the business session of the meeting the following officers were elected for the ensuing year: Pres., Prin. Theophilus Johnson, P. S. 11; first vice-pres., Miss Monica, P. S. 83; second vice-pres., Mrs. Potter, P. S. 75; corresponding secretary, Miss Emma Beavers, P. S. 78; recording secretary, Thomas F. Delaney, P. S. 4; treasurer, Albert L. Hitchcock, P. S. 22; board of directors, John F. Quigley, P. S. 1; Arthur C. Mitchell, P. S. 16; Miss Edith Brett, P. S. 20; Miss Agnes Lawler, P. S. 27; Miss Ruth Murphy, P. S. 24; John Gilmore, P. S. 44.

Examination in Physical Training

An examination for license to teach physical training in the elementary schools will be held at 9.30 a. m. Thursday, Dec. 7. On the following day an oral and practical examination will be held, and will include a practical test with a class in physical training as well as individual performance. Applicants must be over twenty-one and under forty-one and must have the following qualifications:

(a) Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination, (b) the completion of a satisfactory course of professional training of at least

two years in physical training, (c) three years' experience in teaching physical training, which three years must not include the two years devoted to professional training, or six years' experience as a class teacher teaching physical training a satisfactory portion of the time, which six years may be inclusive of the years devoted to professional training.

The written examination will be upon (a) applied anatomy, physiology, and hygiene; (b) history and literature of systems of physical education; (c) gymnastic games and athletic sports; (d) the principles and the practice of physical training, including principles of education, methods of instruction, and class management.

Application should be filed prior to Nov. 24, and blank forms may be secured by addressing the board of examiners.

Joint Teachers' Meeting.

On Nov. 14, at 3.15 p. m., the principal and faculty of the Stuyvesant high school will meet with the teachers of the Girls' Technical high school. The topic for discussion will be "Promotion by Subjects and Not by Grades." The discussion will be led by Associate Supt. Edward L. Stevens; Prin. Walter B. Gunnison of Erasmus high school; Prin. John T. Buchanan of the De Witt Clinton high school, and Prin. Wm. T. Vlymen of the Eastern District high school.

After the meeting a reception will be held, under the direction of the following committee: Girls' Technical high school teachers, Woodford D. Anderson, William McAndrew, Rachel Bergamini, Idelle Carpenter, Eleanor P. Clark, George K. Hinds, Mary V. Linden and Mariel W. Willard.

Economy in School Administration.

Ever since the board of education asked for its appropriation for 1906, the finance department has been engaged in an investigation of the cost of the public school system. In its report the investigating committee shows that while there are many reforms on foot for a more economical administration there is still room for improvement. The revised course of study, for instance, involves methods of instruction that lead to a waste of time and material. This is true because they are largely tentative and experimental, particularly in special studies. The results attained in teaching reading, arithmetic, history, and geography continue to be unsatisfactory, and "there is need of radical reform in the teaching of history."

The investigation extended also to the administration of the elementary schools. The congestion in the schools is attributed "primarily to the phenomenal growth of our school population, but it has been intensified by an overloaded course of study, and inflexible system of promotion, a mistaken method of classifying immi-

Rheumatism

Does not let go of you when you apply lotions or liniments. It simply loosens its hold for a while. Why? Because to get rid of it you must correct the acid condition of the blood on which it depends. Hood's Sarsaparilla has cured thousands.

grant children, and a failure to adapt the curriculum to the peculiar needs of our foreign population in general. All of these defects have contributed to bring about an undue retention of pupils in the lower grades of the schools.

"The clerical service has been conducted on an extravagant basis, owing to the custom of paying the wages of an experienced teacher for merely clerical work.

"Expenditures for bonuses paid to teachers of mixed classes have been excessive owing to the practice of organizing a larger number of such classes than need be, in order to secure this extra compensation for a greater number of teachers."

The consolidation of schools is commended, as it helps to reduce excessive supervision and its extension is favored.

Among other conclusions are the following: "Altho the corps of special supervisors has not been substantially increased since January, 1904, only vacancies being filled at the present time, still nothing has been done in the way of classifying regular teachers on the basis of their ability to teach the special branches as a means to dispensing with unnecessary supervision, and so reducing the expenditure for special teachers.

"A considerable advance has been effected on various lines during the past year toward overcoming these defects in the elementary schools, and the measures of economy introduced have not only resulted in a substantial saving of money, but they have made for efficiency as well. The reforms already on foot, together with those proposed in this report, should be developed and carried forward in order that the administration of the elementary schools may be put upon an economical basis and higher educational results thereby achieved."

Free Educational Addresses.

During the months of November and December several prominent educators will give a series of addresses in Cooper Union on Wednesday evenings at 8 o'clock. Admission will be free.

On Nov. 8, Dr. Luther H. Gulick, director of physical training in the New York city schools, spoke on "The Training of City Children for Vigor."

The following is the program for the rest of the season:

Nov. 15—City Superintendent William H. Maxwell, "The Teacher's Opportunity."

Nov. 22—Dr. James H. Canfield, librarian of Columbia university, "The Public Library as an Integral Part of Free Public Education."

Nov. 29—Prof. L. H. Bailey, director of the College of Agriculture at Cornell university, "Education for Country Life."

Dec. 6—Dr. Andrew S. Draper, state commissioner of education for New York, "The Mayflower. Fore and Aft."

Dec. 17—Hon. Frank A. Vanderlip, ex-assistant secretary of the treasury, "The Economic Importance of Trade Schools."

Dec. 20—Prof. Joseph French Johnson, dean of the School of Commerce of New York university, "The Education of the Modern Business Man."

Dec. 27—President Carroll D. Wright of Clark college, "Economic Insecurity."

Consolidation of Schools.

The local school board of the Second District in its semi-annual report to the board of education declares that the present plan of having one head over an entire school is not so efficient as the system of assigning a principal to each department. This opinion is the result of a practical test which has been made in the public schools of New York city since 1902. Those who advocate the system of consolidation of the departments of a school under one head say that the former policy was too expensive and

tended to subdivide responsibility to the detriment of the school work. The Association of Women Principals have opposed the plan and have strongly advocated the organization of mixed schools. While the board of education continues to support the superintendents it is not likely that any steps will be taken to go back to the former system.

A Music-School Settlement.

It is not new, this school of music for the East Side poor. It was founded elsewhere over ten years ago, and during all this time has been growing, extending its scope, its usefulness, and its kindly reach towards those for whom it was intended. The credit for its conception and development is due to Miss Emilie Wagner, who started a class in piano and violin instruction among the tenement classes in the neighborhood of Chatham Square upon coming to New York city after finishing her own course of studies at college in 1894. Confronted by difficulties of a most discouraging nature, Miss Wagner persisted in her task until the college and university settlements offered the use of rooms to accommodate her increasing classes. Subsequently these settlements aided still further, enabled the school to occupy independent quarters in Rivington street, where, in the course of time, the attention of charitably disposed residents of New York was directed to the work. The "Society of the Music-school Settlement" followed and was incorporated in May two years ago.

In a general way the scheme may be epitomized as a plan to provide for the poor East Side children not only a social center with many of the ordinary settlement advantages, but particularly the very best of musical instruction at the lowest possible figure, and to pay the more advanced pupils to teach the youngsters below them. The arrangement will be understood at once when it is stated that instruction on the violin, 'cello, or piano is supplied at forty cents an hour, while the teachers (a dozen or more of them pupils themselves) are paid fifty cents an hour for the service of imparting the knowledge. Thus it will be seen at once that the institution pays its teachers more than it receives for the lessons given, and pays most of the money to youthful "professors" who are, in turn, pupils themselves.

To reduce this arrangement to an East Side basis of finance, half-hour lessons are given for twenty cents, and fifteen-minute lessons for ten. Those of the piano pupils who have access to no instrument at home are permitted to practise here at the rate of five cents half an hour.—PHILIP VERRILL MIGHELS, in *Harper's Magazine* for November

Course in Hospital Economics.

The faculty of Teachers college has outlined a two years' professional course, leading to a special diploma, in hospital economics. This has been done at the request of several trained nurses who have been prepared by the college to become teachers in training schools for nurses.

The requirements include courses in general and educational psychology and in the history and philosophy of education, special courses in hospital methods practice, organization, and administration, and related courses in general educational method, in biology, domestic science, and physical education. Other courses in education and in general academic subjects are recommended as electives.

Board Asks for Improvements.

The local school board for district No. 38, Brooklyn, has sent its semi-annual report to the board of education. The board urges several necessary improvements in the Flatbush schools. Among the recommendations are the following:

"The erection of a school in the Homecrest section, near Sheepshead bay; additional playground space in the rear of Public School 134, and the erection there of a modern building; the purchase of a site for a school building at avenue C and East Second St.; and an extension for the Erasmus Hall high school, the first section having been completed."

Late News Items.

The board of estimates has approved of the selection of sites for athletic fields by the board of education, and the purchase of two of them has been authorized, together with an additional appropriation of \$200,000.

The regular meeting of the New York Schoolmasters' Club will be held at the Hotel St. Denis, Nov. 11, at 6 o'clock. Dr. Samuel T. Dutton, of Teachers college will speak on "The Fruits of the Spirit." At this meeting an election of officers will be held. The following teachers have been nominated: For president, John P. Conroy; first vice-president, Charles O. Dewey; second vice-president, Clarence E. Morse; secretary, Charles J. Jennings; treasurer, Henry E. Harris.

Edward F. Bigelow, editor of the department of nature and science in *St. Nicholas Magazine*, will make a second Nature pedagogy lecture tour of California in December. The lectures will be given under the auspices of the state educational authorities and various teachers' associations. It will be remembered that Dr. Bigelow spent last March on the Pacific coast lecturing in normal schools, at teachers' institutes, and before popular audiences. The requests to repeat the lectures have been so urgent and so many that he has felt compelled to consent, altho to do so he will have to cancel several appointments, including one week at a teachers' institute.

Alumni of P. S. 19.

The alumni association of P. S. No. 19, Manhattan, will hold its regular meeting Friday evening, Nov. 16, at 8 o'clock, in the assembly room of the school building, 344 East Fourteenth street. In addition to a literary and musical program, Judge Charles G. F. Wahle, a graduate of the school, will address the association. All graduates of at least three years' standing are eligible to membership. Those who were graduated previous to 1900 are especially urged to attend.

Schoolship Not a Reformatory.

A report has gone abroad that the schoolship *St. Mary's* is used for pupils who are not under proper control, or who are backward in their studies. City Superintendent Maxwell has issued a statement in which he says that the schoolship is in no sense a reformatory. No boys who are not of good character, of good physique, and of good mental powers, and who cannot pass a searching examination will be admitted to the schoolship. He tells the principals, to whom he addressed the statement, to bear these facts in mind when they advise parents to send their sons to this institution.

A Million-Dollar Public School.

Ever since announcement was made of the plans for another large school on the lower east side the friends of education in that district have awaited eagerly the completion of the building. No. 62 has at last thrown open its doors to the thousands who have waited so patiently.

The new school is the largest in the world. No. 188, not far distant, has enjoyed this distinction up to the present time. How long No. 62 will head the list remains to be seen, for there seems to be no limit to the efforts of architects to plan for the ever-growing school population of this great city.

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building for more than five thousand children. The class-rooms will be in charge of 124 teachers under the direction of two principals. The boys will occupy one-half and the girls the other half of the huge structure. The auditorium for school assembly and evening lectures is in the basement. It has a seating capacity of 1,600. The total cost of building and equipment exceeds a million dollars.

Burton Holmes

The course of lectures on "Travels given by Mr. Holmes this year describes Port Arthur, the Passion Play, and Switzerland. The popularity of these lectures is owing to their being the work of a man who has seen what he describes.

Dealing With Wayward Boys.

At a special meeting of the Chicago board of education, the public school as a factor in the development of good citizenship was discussed. The meeting was called to give the school trustees an opportunity to discuss the proposed co-operation of the school board with the juvenile court in taking care of offenders, and with the city and county in the erection of a new and adequate court building, and a school and home for the temporary detention for boys in the first stage of waywardness. Dr. White, one of the trustees, in criticizing the public schools, said: "The discipline of our schools is absolutely ineffectual. Thru a kind of mistaken sentimentality you have taken away from the teacher every sort of effective discipline. The teacher is helpless. She sends the bad boy to the principal, and if he comes away from the interview with dry eyes, holds up his head and throws his shoulders back, he becomes the hero of the school.

"The school child holds the school laws in utter contempt, and then he goes out into life to disregard the larger law of the land. The first seeds of disrespect of the law are sown in the school as a result of the lack of discipline.

"Parents are glad to get their children into court if by deceiving the judge they can have them committed to some institution where the children will be well fed and clothed. I do not say they do deceive the court. I say they attempt to. And what will be the tendency among the teachers? The natural tendency will be for the teacher to turn the unruly boy over to the court before all other means have been exhausted."

City Superintendent Cooley also pointed out the defects of the present system of dealing with wayward boys. At the close of the meeting a resolution was adopted to the effect that the board of education act in conjunction with the city and county in carrying out the co-operation plan.

A Responsive Audience.

A well-known player whose forte is romantic comedy, tells an amusing story in connection with the production, some years ago, of an unsuccessful comedy. The comedy was a dire failure, drawing but meager audiences. The record in this respect was reached when the curtain rose on a Wednesday matinee in Brooklyn, with fifteen persons in the house. In the front of the house there was but one occupant—a young girl in the second row. In the first row of the balcony sat one young man.

The play opened with a scene on the deck of a yacht, and as the leading man emerged from the cabin and gazed into the empty gulf before him, he spoke his first line:

"The sea is purple; have you, too, noticed it?"

Whereupon the voice of the young man in the balcony responded: "I don't know about the lady down-stairs, but I can see it very plainly."—*Harper's Weekly*.

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A Modern Crockett.

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The Secret Out.

"Why was Moses hidden by his mother in the bullrushes?"

"Because she didn't want him to be vaccinated."—Exchange.

Pat's Patriotism.

An Irishman on returning home to his native land gave vent to his joyful feelings by exclaiming repeatedly: "Hurrah for Ireland! Hurrah for Ireland!" much to the amusement of the passengers, but very much to the disgust of an Englishman on board, who finally retaliated with these words:

"Hurrah for Ireland! Hurrah for Hell!"

"That's right," answered Pat. "Every man for his own country."—Ladies' Home Journal.

The Reason.

A Scotch dominie, after telling his scholars the story of Ananias and Sapphira, asked them: "Why does not God strike everybody dead that tells a lie?"

After a long silence one little fellow exclaimed: "Because there wouldn't be nobody left."—Exchange.

A Legal Give Away.

A writer who was fond of anathematizing the long-winded methods of lawyers once perpetrated the following: "If a man were to give another an orange he would merely say, 'I give you this orange.' But when the transaction is entrusted to a lawyer to put into writing, he adopts this form: 'I hereby give, grant and convey to you all and singular my estate and interest, right, title, claim and advantage of and in the said orange, together with all its rind, skin, juice, pulp and pips, and all right and advantage therein with full power to bite, cut, suck and otherwise eat the same, or give the same away as fully and effectively as I, the said C. D., am now entitled to bite, cut, suck or otherwise eat the same orange or give the same away, with or without its rind, skin, juice, pulp and pips, anything hereinbefore or hereinafter, or in any other deed or deeds, instrument or instruments, of what nature or kind soever to contrary in anywise notwithstanding.'"

Gone Stale.

One day a football player appeared in the class-room, during the football season. The students were deeply shocked, yet they managed to preserve the outward forms of respect. But when, presently, it turned out that the fellow knew his lesson, there was none so poor to do him reverence.

"He's gone stale!" was the sneering whisper which ran from lip to lip.—Puck.

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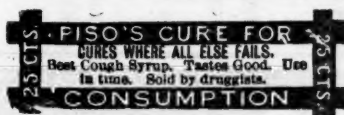
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Here and There.

The Buffalo Alumni have presented an entrance arch to the University of Syracuse. It will be made of stone and is to be placed at the end of University avenue, in front of the Hall of Languages.

A report from Ohio states that many of the schools in the rural districts are without teachers.

The public schools of Philadelphia are overcrowded. Superintendent Brooks is preparing a report to the board of education, in which, among other things, he will make some recommendations seeking relief in this direction.

Andrew Carnegie has given \$30,000 to Monmouth college, Monmouth, Ill.

The total number of school children in the state of Arkansas, according to a report issued last June, is 527,524. The total school apportionment was \$601,377.36, or \$1.14 for each child.

State Supt. Hinemon of Arkansas has been touring his state, making addresses on educational topics.

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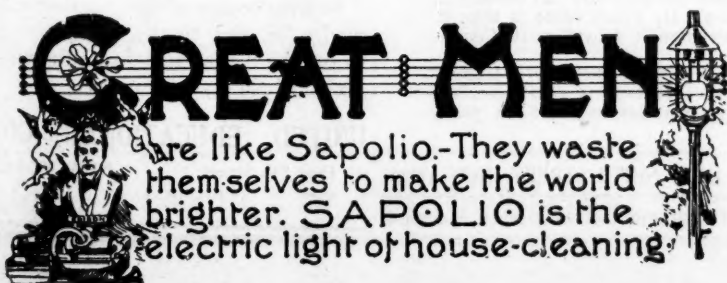
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The November issue is replete with Thanksgiving thoughts and suggestions. Starting with a very ornate Thanksgiving cover in two colors, the issue opens with an editorial on "Thanksgiving," full of the spirit of joyous gratitude. Turning over a few pages one may find more Thanksgiving articles—"The Origin of Thanksgiving"—"First Thanksgiving Proclamation," Thanksgiving Day Exercises for Children." Turkeys, pumpkins, and ducks are outlined for black-board work and nothing is left undone that would contribute to the spirit for which Thanksgiving Day stands.

Dr. C. Hanford Henderson continues his delightful and instructive autobiography. This month his topic is "Study and Vacation," and he gives some very wholesome advice and interesting experiences.

There is a brief article on Ralph Waldo Emerson; another installment of "Robbie and the Others—Tales of a Real School-Room"; also another chapter of "Mary Kingwood's School—Story of a Teacher's Success." A further article by Emma L. Johnson of the Brooklyn Training School for Teachers on the "Teaching of English." Also an outline study "Of a Man Without a Country." Under the title of "History and Civics" is given a brief account of "French Colonists in America"; also an article on the "Teaching of Civics" by Flora Helm, of the Robert Morris School, Chicago. Some more talks on "School Management" by Randall N. Saunders; also a very interesting article on "Children in Other Lands."

The number abounds in hints and helps for school-room work and exercises.

Sample copies of this number will gladly be sent to any one desiring to see the magazine before subscribing. \$1.00 a year.

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